

THE RELATIONSHIP OF COMMITTEE PROCESS THEORY
TO THE EFFECTIVENESS OF SELECTED COORDINATING COUNCILS
IN THE STATE OF FLORIDA

By

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To my parents
Dennis and Densy Gallon

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The results of experimental studies conducted during the past half century have developed a conceptual scheme and basic theoretical formulations which provide a systematic framework for small group analysis. This study was designed to test the extent to which small group theory is presently used by coordinating councils and to determine the relationship between small group theory and the effectiveness of the councils.

In this study committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualification of the coordinating council chairperson, were analyzed to determine the extent to which there are

commonalities and/or differences among the most effective councils, among the least effective councils, and between the most effective councils and least effective councils as perceived by council members.

A questionnaire consisting of 39 closed and one open-ended items was sent to each member of the 20 coordinating councils. A total of 144 questionnaires were returned out of 190 mailed, for a return rate of 76%. A chi-square test of homogeneity was used to determine what commonalities and/or differences occurred between the groups.

The major findings of this study were that:

1. The members of the most effective and least effective councils rated the use of committee process theory related to the four areas identified with a high degree of uniformity.
2. The committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson were about equally distributed between the most effective and least effective councils.

The committee process theory that was supported in this study related to: (a) clarity of goals of the councils,

(b) acceptance of goals by council members, (c) opportunity for members to make input into the agenda development, (d) the distribution of an advanced agenda, (e) a specified time for council meetings, (f) regular scheduled meetings, (g) the use of subcommittees, (h) adequate follow up, (i) the degree that councils undertake responsibilities that can be performed better by an individual, (j) frequency of meetings, (k) expertise of council members, (l) the spread of activities and/or responsibilities among all members, (m) procedures for electing the chairperson, (n) term of office for the chairperson, (o) the extent that the chairperson is forceful and directive, (p) the degree that the chairperson summarizes actions of the group, and (q) rewards for serving on the councils.

It was assumed that the theoretical committee processes used in this study were applicable to coordinating councils. Within this context, the responses to the 40 items in the questionnaire were analyzed and conclusions were drawn regarding the association of the variables with the effectiveness of the councils. After analyzing the relationships between the items and the rated effectiveness of the councils, it was concluded that committee processes are applicable to coordinating councils.

The results of this study suggest that the adherence to committee processes theory as espoused in the literature will enhance the effectiveness of the coordination

councils in discharging their legislatively mandated functions. Most of the coordinating councils are already following recommended committee process theory; however, the most effective councils tended to make greater use of the selected theories than the least effective councils. Because of this finding, it is advocated that those councils rated least effective and perhaps other primary groups should consider the adoption of the committee processes analyzed in this study.

CHAPTER I

INTRODUCTION

Committee use has flourished in various sectors of American society for many years. Medical, legal, business, religious and educational institutions all have made regular use of committees. There is little doubt that the carefully initiated and effectively used committees have contributed immensely to the effective functioning of these institutions. In a study on leadership styles in task-oriented committees Simmons wrote:

Activities associated with coordination and planning have recently accelerated because of the increasing federal legislation, the development of many new and diverse agencies, growing specialization of concern, and the proliferation of services. Under such circumstances, an organization concerned with planning and coordination often appoints a committee. (1972, p. 241)

Simmons' study reflects the relevancy of a strategy adopted by the Florida State Department of Education to coordinate and articulate various program(s)— vocational education, adult general education, and community instructional services—between secondary schools and community colleges. To insure the effective coordination of these programs and to avoid unwarranted duplication,

Section 6A-8.57 was enacted by the Florida State Legislature. This act mandates that a coordinating council be established in each community college district. (See Appendix E for complete derivation of Section 6A-8.57.)

Research has shown that the effectiveness of small groups may require more than a legislative decree to assure that coordinating councils function properly. Since there are psychological influences in a group which are different from those affecting a person in solitude, there is a need for establishing small groups according to sound theoretical processes.

According to Bonner, it was not until the end of the 19th Century that psychology concerned itself with the behavior of groups. Since the establishment of the first laboratory in Leipzig in 1879, psychologists have developed hypotheses and generalizations and subjected them to experimental test (1959, pp. 13-14).

Experimental research conducted during the past half century has developed a conceptual scheme and basic theoretical formulations which provide a systematic framework for the analysis of group behavior. The results of these studies have led to the discovery that small group behavior cannot be accounted for only in terms of the preexisting behavior of individual members; group behavior is explained more adequately in terms of the dynamic relations which individuals have with others. Theories of

group behavior relate concepts to one another and create a framework for the possible improvement of small group (committee) productivity. This study was designed to test the extent to which small group theory is presently used by the councils and to determine relationships between small group theory and the effectiveness of the councils.

The Problem

Statement of the Problem

This research study examined committee processes of coordinating councils in the community college districts of Florida in order to answer the following questions:

1. To what extent are there commonalities and/or differences among the most effective councils in regard to selected committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson, as perceived by the postsecondary administrators and secondary administrators?

2. To what extent are there commonalities and/or differences among the least effective councils in regard to selected committee processes related to (a) nature of

coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson, as perceived by postsecondary administrators and secondary school administrators?

3. To what extent are there commonalities and/or differences between the most effective and least effective coordinating councils in regard to selected committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson, as perceived by the coordinating council members?

4. To what extent are the theoretical processes related to (a) nature of committee goals, (b) operating procedures of committees, (c) behavior and qualifications of committee members, and (d) behavior and qualifications of committee chairpersons applicable to coordinating councils?

Justifications for the Study

The justifications for the study were threefold:

1. The committee is a common vehicle used by institutions to allow greater participation in internal governance

and for coordinating activities between institutions. As governmental, industrial, religious and educational institutions have expanded and become more complex, committees have been set up in greater numbers to cope with problems where broad representative opinions are needed. Throughout the use of committees, authors have advocated certain procedures for initiating and operating committees in order to increase their effectiveness. There is little evidence to indicate that their claims are substantiated by research study.

In this study the validity of the claims made by committee experts that certain theoretical committee processes affect committee effectiveness was tested by empirical evidence.

2. A systematic study of the perceptions of individuals with experience in working on committees can provide valuable information that will contribute to the existing data on committee functioning. This study contributed to the body of literature on theories of committee functioning.

3. There is a widespread feeling among community college and secondary school administrators that these councils do permit greater participation in coordinating programs between the community college board of trustees and the board of public instruction. On the other hand, there is considerable discontent with the lack of efficiency

with which they operate. These council members, along with other local and state officials, felt that a study should be undertaken to examine the internal operation of these councils. It appeared that one of the better ways of examining these councils was to examine the perceptions held by coordinating council members.

Definition of Terms

Adult General Education. Instructions designed to meet the unique needs of adults and youths beyond the age of compulsory school attendance who have either completed or interrupted their formal education. This may be provided by a school system, college, or other agency or institution through activities and media, such as formal classes (Florida State Plan for Vocational Education).

Behavior and Qualification of Chairpersons. Those qualities and mannerisms identified by experts to be characteristics of a committee chairperson that will determine if he/she is an effective or ineffective group leader.

Behavior and Qualifications of Committee Members. Those qualities and mannerisms identified by experts to be characteristic of committee members that will determine if they are effective or ineffective group members.

Chairperson. The head of a committee who is given that responsibility either through appointment or election.

Committee. A body of persons appointed or elected to meet on an organized basis for the consideration of matters brought before it (Allen, 1969, p. 819).

Committee Operating Procedures. Those functional processes identified by experts that will determine if the committee meetings are effective or ineffective.

Committee Processes. Those general qualities, responsibilities and procedures identified by experts that will determine the effectiveness or ineffectiveness of committees.

Community Colleges. Institutions which are supported by public tax funds, which are controlled and operated by a board, whether elected or appointed by a public official or agency, and which offer programs and/or courses limited to the first two years of post-high school education, including the university parallel program and at least one of the two following areas, occupational education and continuing education (Little, 1974, p. 15).

Community Service Program. The effort of the administrative division within a public community college which has the primary responsibility for directing and coordinating the institution's community service effort (Little, 1974, p. 15).

Coordinating Council. A committee designated in the state regulations for the purpose of developing recommendations

for respective school boards and community college boards of trustees and where appropriate, make recommendations to the commissioner of education and to the appropriate division directors of the state department of education (Florida State Board of Education Regulations).

Experts. Those authors who have written books or articles advocating qualities, responsibilities, and procedures to be adopted by committees if they are to be effective.

Goals of Committees. Functional objectives suggested by experts to be adopted by committees if they are to be effective.

Primary Groups. "A number of persons who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all others not secondhand, through other people, but face-to-face" (Homans, 1950, p. 1).

Organization of Research Report

This study is reported in five chapters. The first chapter includes the introduction, justification for the study, and definition of terms. The second chapter provides a review of the literature and related research. This chapter was divided into four sections, (1) nature of committees, (2) advantages of committees, (3) disadvantages of committees, and (4) establishing effective

committees. Chapter III provides the general design for the study, Chapter IV presents the results and discussion on the data collected, and Chapter V presents the overview and conclusions.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

The literature review for this study was developed primarily from three sources: periodical literature, books in education administration and business management, and experimental studies on small group theory. The periodical literature dealing with committees is far more extensive than the books on the subject. The textbooks, as was true with the periodical literature, mainly presented a description of a particular committee system which happened to work well in some institution, or they developed recommendations and/or criticisms based on the writer's personal experiences with committees. The literature of social psychology dealt almost exclusively with phenomena which are of theoretic interest in small group analysis.

A review of the literature revealed a high degree of congruence among writers about a variety of aspects related to initiating and operating effective committees. In order to categorize the literature into some logical order, this researcher divided the literature into four sections: (1) the nature of committees, (2) advantages

of committees, (3) disadvantages of committees, and (4) establishing effective committees. Thus, these topics will constitute the organizing skeleton of this chapter.

Nature of Committees

A survey of executive attitudes on the subject of committees might well lead to at least two frustrating aspects of committees: (1) the categorization of committees, and (2) the notion that committees must be the worst and at the same time, the best means to achieve a goal (Albers, 1969, p. 212).

A perusal of the literature on committees will cause one to realize that efforts to place committees into mutually exclusive categories are difficult if not impossible. Such labels as "task," "decision-making," "general," "restricted," advisory," "fact-finding," and "policy-making" lack a common basis that would enable one to say that they are mutually exclusive. For example, there could very well be a situation where a fact-finding committee may be assigned the task to make a decision which is to be transmitted in the form of advice to an individual or organization.

The pros and cons about committee effectiveness can be equally perplexing. The range of reactions from positive to negative can be attributed partially to the

fact that committees are used in a variety of ways, and those individuals associated with them are in a state of bewilderment. Shaw wrote that committees are neither good nor bad. He continued,

it [the committee] is a device, a tool used to achieve a purpose. It is to be judged by the significance of that purpose, by its appropriateness for the achievement of the purpose by the intrinsic and relative worth to its members of the work involved, and by its relative value as an investment of staff time and energy against the total demands and needs of the organization. (1960, p. 11)

Kirby was of the opinion that at least three attitudes about committees may be discerned throughout the nation. He identified them as:

to have no committees; to have committees but not permit them to function freely; and to have numerous committees to recognize their responsibilities and to allow them to proceed unhampered. (1949, p. 292)

Burnight, in his appraisal of committees, stressed that, "they have many advantages, and when used correctly, it [the committee] is a thing of beauty to behold" (1958, p. 327).

These opinions are typical of the comments that continue throughout the literature. Generally, the authors' appraisals of committees were positive, but they agreed also that they could be detrimental to an organization if used improperly. In order to develop a chronology of the various appraisals in the literature, the comments will be categorized into two subsections: advantages and disadvantages.

Advantages of Committees

Decker and Fletcher believed it to be time for educators to consider committee experience, as used in business, with a view of adopting some of those practices appropriate to the administration of higher education. More specifically, they believed that committees should be established to generate, exchange, and coordinate ideas and advise the administrator. A potential role could be that of gathering information where mobility of the investigator is important (1973, p. 226).

Honer wrote that committees are necessary in education not only because they provide an arena in which communication takes place; but in addition, they provide a place where sound policies are hammered out and where creative contributions are presented and tested (1966, p. 30). Recognizing that committees are no panacea, Holden, Fisk and Smith pointed out that "despite their shortcomings, committees are an important device of administration. They are appropriate at every level of the management scale" (1951, p. 59).

Throughout the literature it was reported that two heads are better than one. The writers who expressed this belief felt that a decision made by a group is likely to be better than one made by an individual, even if that individual knows more about the subject than the others put

together (Dale, 1973, p. 247). Writers who take this point of view undoubtedly believe that when a group meeting takes place, the whole is somehow greater than the sum of its parts (Barnard, 1938, p. 79). Munford and Duryea expressed this belief in 1951.

In performing functions which rely rather heavily on the process of group thinking, which call upon the experience of several people, or which demand the amalgamation and ordering of the products of several minds, the committee or similar group has proved effective if not irreplaceable. (p. 409)

Extreme views were presented on the concept above; however the writers agreed that if there were freedom of discussion, and everybody talks, the final action will be sound and constructive. Kirby felt that committee systems encourage critical thinking, close evaluation, and a desire to understand. This results, he believed, is happiness, respect for one another, and better work and esprit de corps (1949, p. 295). ". . . they tap valuable resources of experience and training and create new understanding by staff members" (Wood, 1960, p. 30). Dyer stated that, "the real problem is one of establishing and running a good committee, not of abolishing or sabotaging all committees" (1967, p. 146).

Mary Parker Follett attributed the spread of committee use to their advantages resulting from action. She explained:

In spite of the time they take, in spite of the fact that they often seem only one extra

burden, still their value is being more and more recognized, not only as a method of democracy . . . but as a way of taking our coworkers along with us step by step in the acquiring of information, in comparing that information with past experience, and in the whole process by which judgments are reached and decisions made. (1940, p. 285)

She further related:

The object of a committee meeting is first of all to create a common idea. I do not go to a committee meeting merely to give my own ideas . . . But neither do I go to learn other people's ideas. I go to committee meetings in order that all together we may create a group idea, an idea that will be better than any of our ideas alone, moreover, one which will be better than all our ideas added together. (p. 285)

Dickson and Alpert also stresses the democratic aspects of the committee. They wrote:

Committees are consistent with the "togetherness-cult" philosophy and with our political organization . . . There is something inherent in committees which is suggestive of democracy. A measure of egalitarian idealism may be associated with them. Underlying committee organization is an assumption that a group will produce a more astute, tempered, and rational product than will an individual. (1964, pp. 12-13)

They went on to identify a commonly accepted rationale encountered in discussing the utility of a committee. They are:

1. The judgment of a group of individuals is superior to that of an individual.
2. The complexity of certain problems is beyond the competence of an individual.
3. Political situations and relationships may favor action by committees rather than an individual.

4. The relationship between units of equal parts as equal authority are sometimes improved by committee organization.
5. The committee organization provides the participant with a degree of anonymity.
6. Group decision often are culturally more acceptable than individual ones. (1964, pp. 12-13)

The notion was expressed in the literature that if complaints are directed toward committees, the trouble usually lies either in improper use, or in faulty organization and administration. Administrators can minimize these complaints and influence the direction committees take by encouraging professionalism in the formation and use of committees (Van Winkle, 1967, pp. 27-28).

Filley and House admitted that the committee concept seems to violate the authoritarian principles of formal hierarchy. However, observation and experience lead to the conclusion that committees are a fact of organizational life. The question is not whether to permit the use of committees in organizations; rather it is how best to use them (1969, p. 321).

James believed that the purposes of the committees, as viewed by the administrator, should be a basis for classifying them. This classification should lead to identification of some guiding principles for the selecting or rejecting of the committee as a device to serve administrative ends (1960, pp. 23-24). He stated that the

creation of committees by administrators can be classified into nine major purposes:

Cojoint thinking. Two or more persons having specialized knowledge of different facets of a problem may be better able to gain new and deeper insights into the problem as a whole than would one individual who attempts to gather together the necessary information and make decisions.

Coordination. Coordination may be the most important justification for the use of committees. Though special coordinating committees may be created, all committees have a coordinating effect to the degree that information and viewpoints are classified, and the staff is prepared for action.

Control. Committees are used frequently by the administration as a device to control or restrain the pursuit of personal objectives of the organization, as a whole. . . . Committees perform a control function of value to the organization by defining roles, classifying objectives, and establishing boundaries within which individuals and groups can function more securely, and thus more productively.

Depersonalization. Difficult or unpopular decisions may be delegated to a committee so that the negative effects of an unpopular decision can be disseminated and discharged at the relatively headless and faceless corporate body.

Preservation of status. If the delegation of a function to an individual would create status for him which is unacceptable to his colleagues, the administration may delegate the function to a committee in order to avoid personnel problems despite the fact that the function could best be performed by one person.

Camouflage. The appointment of a committee may conceal weaknesses in an administration which has been unable or unwilling to make a decision. The creation of a diversion, even on an unrelated subject, may stir up for a time a dust cloud large enough to obscure the critical shortcoming of the administration.

Delay. An administrator may be under severe pressure to make a decision which he recognizes should be made but feels would be untimely at the moment . . . he appoints a committee to study the matter. As a result, he reduces the immediate pressure on himself, and gains the time which he feels is needed.

Indoctrination. An administrator may believe that an individual or a group is not in accord with his viewpoint and creates a committee (1) to improve his point of view of (2) to subject the individual or group to the pressures of others appointed to impose this viewpoint.

Multiple Purposes. The mixed-purpose committee is a combination of the above or other purposes decided by its creator. (pp. 24-25)

James believed all of these purposes must be recognized as legitimate and useful tools in administration.

Other advantages of committees mentioned in addition to those already identified are: better delineation and understanding of objectives, promotion of cooperation and coordination, increase in communication, executive development, and stimulation of ideas.

Irrespective of function of type, officers, boards, and committees should be regarded ideally as a leadership team working together rather than as operating in isolation. According to Trecker, the functions of officers and committees need to be seen in relation to a theory of human organization and philosophy of creative leadership, if they are to make much sense (1953, p. 1).

To increase the possibility that maximum potentials are derived from committee use, Burnight suggested that,

the committee method be reserved as a "big gun" to solve this type of problem, the type of situation where there is too much for one person to handle and where there is a real problem to be solved. (1958, p. 328)

The committee plan obviously is not without its limitations, while the advantages listed above have been widely publicized and accepted, they are not universal. There are certain dangers in the use of committees that are equally publicized.

Disadvantages of Committees

The committee has perhaps been the target of more ribbing and serious criticism than any other administrative tool. Opposition to the committee system is based on several reasons. One indication of this opposition is revealed in the definition given to committees. For example, "A committee is a group of people who waste hours but keep minutes" (Shaw, 1960, p. 11). "It is a group of important persons who, singly, think they can do nothing, but who together agree that nothing can be done" (Munford, 1950, p. 425), or "The best committee is a three member committee, with two men absent" (Albers, 1969, p. 212).

An examination of the literature on committees can lead to the impression that every business man's speech must begin with a joke about committees. Ralph J. Cordiner, Chairman of General Electric has been quoted as saying,

If you can name for me one great discovery or decision that was made by a committee, I will find you the one man in that committee who had the lonely insight—while he was shaving or on his way to work, or maybe while the rest of the committee was chattering away—the lonely insight which solved the problem and was the basis for the decision. (Lohmann, 1961, p. 8)

L. Urwick wrote that the committee, as a unit of organization, has distinct limitations. The committee has:

Certain inalienable disadvantages, among these: (1) it encourages irresponsibility among its members. (2) Being a corporation, it has, by definition 'neither a soul to be damned nor a body to be kicked.' It therefore tends to be both less decisive as an employer than as a single individual. (3) Since both in preparation and in session it represents the collective salaries of members, it is a very expensive form of unit. (1943, p. 425)

In another place Urwick attributed the popularity of the committee to rather superficial causes. He listed the following as major principles:

(1) Lack of precision in defining major objectives, (2) Failure to restrain internal objectives of parts of organizations, (3) Individuals seek to escape responsibility, (4) Fear of assigning proper authority to individuals, or what has been described as the oft-recurring insolence of office, and (5) Lack of experience of alternate methods of coordination. (pp. 73-74)

Honer felt that committees tend to proliferate and outlast their usefulness (1966, p. 30). While Munford and Duryea said that the committee has disadvantages, because it,

delays executive decision by its debates and political intrigues, that it frequently reverses itself; that it kills the initiative of its salaried executives through its criticisms and bickering; and that it wastes time on details. (1951, p. 410)

Dale reported that committees tend to become sounding boards for a dominating personality; therefore, they defeat the very purpose for which they are organized (1973, p. 247).

Sweeney called committees an "unprincipled octopus" (1967, p. 23), while Anderson held that committee meetings can develop into "bull" sessions and become predominantly social gatherings (1956, p. 21).

Another opinion was expressed by Wissler when he wrote that, "calling a committee to confirm an executive predetermined decision has some value for tactful purposes, but that otherwise committees waste valuable time" (1931, p. 33).

In 1931 E. C. Linderman, in the Handbook of Business Administration, published a list of the faults that are most common in committee work. They can be summarized as; (1) irrelevant discussions, (2) a self-centered chairman, (3) one or two members may desire to impress a superior, (4) failure to state the problem, (5) failure to set proper limits to the committee's activity, (6) failure in preparation for the questions to be discussed, (7) indifference of some members, (8) some members are denied the opportunity to talk, (9) chairmen do not always present questions in a thought-provoking manner, (10) the chairman fails to postpone a statement of his own position, (11) politics or ulterior motives, (12) members are not always qualified

to deal with the question discussed, (13) certain members hold fixed ideas, (14) a tendency to jump to conclusions (1684-1686).

Of these faults, Nos. 1, 4, 5, 6 and 8 may be ascribed to improper committee procedures; 2, 7 and 12 to improper composition of committee; and 3, 9, 10, 11, 13 and 14 to improper attitude of chairman or committee member.

Establishing Effective Committees

It is rather dubious if anyone involved in the plethora of contemporary institutions could deny the ubiquitous nature of the committee. Burnight supports this notion when he avows that,

with every generation new concepts or techniques have risen and have been emphasized to what is sometimes, absurdity. One of the most prevalent of these nowadays is the committee technique. (1958, p. 325)

Fauber and Laue also wrote of the popularity of committees.

Nobody knows how many people are going to committee meetings today. Staff meetings and welfare council committees and plant safety committees and mental health committees, and program committees are holding luncheon meetings. (1953, p. 13)

Kast and Rosenzweig also recognized the extensive use of committees. They saw them as "necessary and functional." Moreover, they believed that it is time that people ask the key question, "How do we make them more effective?" (1970, p. 313).

The literature is replete with notions of how to initiate and operate effective committees. Several of the characteristics of committee organization have been studied through inferences from small-group research. Current practices and opinions of authors are reviewed in this section. The specific focus is on need for goals, committee size, membership, role of chairpersons, and the evaluation of committees.

Need for Committee Goals

It is axiomatic for effective committees to have clearly defined goals. Decker and Fletcher wrote, "basic to the effective use of a committee is specification of its role" (1973, p. 226), while Van Winkle remarked, "a statement of purpose and the nature of limitation placed on the group should be carefully written in advance" (1967, p. 28). Doughman goes a step further by stating that committees "should have clearly stated goals that have derived from analyses of the problem-situation and which are fully understood and accepted by individual members" (1965, p. 287).

With respect to goals, responsibility and authority, Holden et al. concluded that committees warrant the same treatment as any other department or position. They summarized the need for goals in this manner,

The function, objective, relationships and limits of authority of each committee must

be stated in order that its purpose and proper use will be understood alike by the committee members and the rest of the organization. (1951, p. 59)

Committee Size

In terms of theory, size and its interrelations have patent relevance in small-group analysis. A review of the literature revealed that existing work relating to size has centered upon two general study areas: the efficiency of groups of various sizes and the process characterizing small groups of various sizes.

Golembiewski suggested that the interaction of size and group processes can be classified as: (1) effects which vary directly with group size, (2) effects which are uniquely associated with "groups" of a given size, and (3) effects which are associated with the ways in which a group can be divided into subgroups (1962, p. 145).

It was revealed in the literature that a consensus on a specific committee size is lacking; however, most authors did agree that committees should be "small." As an indication of the lack of consensus of size, Ferguson suggests a group size should range from three to six members (1959, p. 31). Cone and Peyton recommend eight as an optimum number, with 12 as a maximum (1959, p. 30). Berelson and Steiner stressed that it is impossible to specify a strict upper limit on the size of the informal

group, except for the limitation imposed by the requirement that members be able to engage in direct personal relations at one time—which means, roughly, an upper limit of around 15 to 20 (1964, p. 325).

The ideal size of a committee depends on its function, but generally the recommended size ranges from three to nine members (Filley and House, 1969, p. 325). Of the 1,658 committees recorded in the Harvard Business Review survey, the average membership was eight. When asked for their preference of size, 79% suggested that an ideal committee size averaged 4.6 members (Tillman, 1960, p. 162).

Berelson and Steiner contend that committee size affects the interaction within the group. They stated that the larger the group:

from two or three up to 15 or 20, then the greater the demands on the leader, the more he is differentiated from the membership at large; the greater the group's tolerance of direction by the leader and the more centralized the proceedings; the more the active members dominate his interaction within the group; the more the ordinary members inhibit their participation . . . the less intimate the group atmosphere, the more anonymous the actions, and generally the less satisfied the members as a whole. (1964, p. 359)

Berelson and Steiner also recognized that small groups appear to have particular properties.

Group of two. High tension and emotion, tendency to avoid disagreement, high exchange of information, high potential of deadlock and instability, high differentiation of role with one person the active

initiation, the other, the passive controlled (with veto).

Group of three. Power of the majority over the minority of one. Usually the two stronger over the weakest member; most stable with shifting coalitions.

Odd verses even groups. More disagreement in even groups (4, 6, 8) than in odd (3, 5, 7) due to the formation of subgroups of equal size. The personally most satisfying size seems to be five. . . . large enough for stimulation, small enough for participation and personal recognition. (1964, p. 360)

The extent to which a number is "ideal" may be measured partially in terms of the effects that size has on socioemotional relations among group members, and thus the extent to which the group operates as an integrated whole rather than as fragmented subunits.

Several experimental group studies have evaluated the effect of size on group process. These studies focused on three variables related to changes in group size: the individual's capacity to work with differing group numbers, the effect of group size on interpersonal relations, and communication.

Attention to the Group. Each member in a committee attends both to a whole and to each individual as a member of the group. There seem to be limits on a person's ability to perform both of these processes (Zander and Wolfe, 1964, pp. 50-51). The apparent limits on one's ability to attend both to the group and the individuals within it led Hare to conclude:

The coincidence of these findings suggests that the ability of the observing individual to perceive, keep track of, and judge each member separately in a social interaction situation may not extend much beyond the size of six or seven. If this is true, one would expect members of groups larger than that size to tend to think of other members in terms of subgroups, or "classes" of some kind, and deal with members of subgroups other than their own by more stereotyped methods of responses. (1962, p. 228)

Interpersonal Relations. Given a meeting lasting a fixed length of time, the opportunity for each individual to communicate is reduced and the type of communication becomes differential among group members. Bales, Strodtbeck and Roseborough reported that in groups from three to eight members the proportion of infrequent contributors increases at a greater rate than that theoretically predicted from decreased opportunity to communicate (1951, pp. 461-468). A similar result was reported by Stephen and Mishler in their study of group size from four to 12. They concluded that there was a positive correlation between group size and participation initiated by the most active and next most active person (1952, pp. 598-608).

Communication. Research studies have reported that communication patterns are distorted as the group size increases. In a study conducted by Slater the conclusions were drawn that the groups with sizes of 2's, 3's, or 4's group members were complimentary of their productivity just as they had been with the larger group.

However, the observers of these groups expressed the notion that small groups engaged in superficial discussions and avoided controversial subjects. Inferences drawn from post hoc analysis suggested that small group members are too tense, passive, tactful, and constrained to work together in an effective manner (1958, pp. 129-139).

Groups of Five

Most writers expressed the notion that the "ideal" size of a committee depends on its function; however, there does appear to be some empirical support for groups of five members. In the Slater study, for example, none of the subjects felt that a group of five was too small or too large to carry out an assigned task though they objected to the other sizes (two, three, four, six and seven). Slater concluded,

size five emerged clearly . . . as the size group which from the subjects' viewpoint was most effective in dealing with an intellectual task involving the collection and exchange of information about a situation, the coordination analysis and evaluation of this information and as a group decision regard the appropriate administrative action to be taken in the situation. (1958, pp. 137-138)

Studies have also shown that larger groups are able to solve a greater variety of problems because of the variety of skills likely to increase with group size (Taylor and Faust, 1952, pp. 360-368). However, there

is a point beyond which committee size should not increase because of diminishing returns.

In summary, it would appear that with respect to performance, a task which requires a relatively small group should be undertaken by committees with those capabilities. On the other hand, where the task objective is clear and added expertise seems feasible, the addition of more members may increase group performance.

Committee Membership

Probably the most heavily researched variable of committee process theory is the individual member—personnel relationships form the foundation for the well-ordered, well-managed committee (Decker and Fletcher, 1973, p. 228).

Dale pointed out that:

the first characteristic of a good committee is if its members have open minds and are willing to be convinced by facts. Homogeneity of general outlook is also important; that is, the members should be generally committed to the same overall objective. (1973, p. 248)

Filley and House go one step further in stating that: "Committee members should be functionally and personally qualified for the task. Functionally, he should represent a specialized point of view . . . personally, he should have analytical and social skills" (1969, p. 327).

By its very nature, the committee structure places definite responsibilities and restrictions on its members.

Sprigel and Bailey are of the opinion that committee members should fully realize that their purpose is not to endorse any individual opinion, but to develop the best collective judgment of the group as a whole (1956, p. 56). They also wrote:

Effective committee membership requires each member to have a sincere regard for the personal integrity of other members, a willingness to strive to understand the viewpoints of colleagues, a willingness to work hard to make a contribution to the committee, and an honest attempt to arrive at a meeting of the mind that results in a decision. (p. 57)

Why do people want to join committees? Perhaps Filley and House suggested the answer. "We may say . . . attractiveness . . . is a function of the needs of the individual and the properties of the group. It may also be attractive because it can potentially serve task or social needs" (1969, pp. 318-329). Whatever the reason may be, research studies have reported that there may not always be a linear relationship between "membership motivation" and "achievement motivation." Deustch found, for example, that attraction to a group might be very high, while the desire to achieve some goal (e.g. high output) might be low because such factors as group attitude might discourage high level performance (1959, pp. 81-95).

Strauss and Sayles stressed that members bring to committee meetings their points of view and patterns of behavior. They believed that when a committee has an

unsatisfactory internal life, members look for matters on which they can disagree. On the other hand, a closely knit group will not be disrupted even by differences of policy. When members experience group efforts as an effective team, they begin to take on new roles situated to the functioning of the meeting itself (1960, p. 241).

Cooperation or Competition

There is a growing dependence on coordinating committees, but participation poses a dilemma for the members (Zander and Wolfe, 1964, p. 51). Filley and House propose that integrated, cooperative committee membership is more effective in meeting committee goals than non-integrated, competitive membership (1969, p. 344).

To give some validity to their proposition, Filley and House believed that the best known study regarding the effects of cooperation and competition was conducted in 1962 in ten experimental groups of college students, each containing five persons. Each group met for one three-hour period a week for six weeks. During their meetings, the group worked on puzzles and human relations problems. Observers recorded interactions, completed overall ratings scales at the end of each problem, and the subjects completed a weekly and postexperimental questionnaire.

A cooperative atmosphere was established among the groups in various ways. Some were told that the group would

be evaluated as a whole and the others were told that grades would be different and would be determined by his contribution to the group problem. A comparison of the cooperative group with the competitive group proved the former to be superior on each variable tested (1969, pp. 344-345).

The findings of this study and the one conducted by Zander and Wolfe reported similar results. Both studies concluded that groups in which members share in goal attainment, rather than compete, seek personal needs and will be more satisfied and productive (1964, pp. 53-69).

Munford and Duryea summarized the theoretical assumptions of committee members. Perhaps, if they are to operate as a unit, it is important that members:

have a point of view which transcends personal ambition. They must accept the role of working as a part of a unit. Neither dominating nor being dominated by the other members; they must have the ability to work together not in a fixed pattern, but dynamically as a growing and developing social organism. (1951, p. 411)

The Chairperson

A theoretical principle that is highly stressed throughout the literature of small group theory is the importance of the role of the group leader. While ideally all members contribute to the maintenance and accomplishments of the group's tasks, the chairperson of any committee occupies a most strategic position (Sprigel and Bailey, 1956, p. 59).

Committee literature is also replete with specific recommendations of skills most desirable in a chairperson. According to some writers, if the committee is to be successful, it must have a chairperson who understands group processes. He must know the objectives of the committee and understand the problem at hand. The chairperson should be able to vary decision strategies according to the nature of the task and the feeling of the group members.

High procedural control need not be synonymous with autocracy; however, the leader may be dictatorial, controlling the committee excessively or he/she may be only an observer of a group lacking direction. For many tasks, the chairperson performs best by channeling discussion but not observing strict procedural rules (Decker and Fletcher, 1973, p. 228).

Whether the leader should specify personal opinions on a subject is questionable. Encouraging members to think and eliciting their comments and suggestions is generally the chairperson's role (Decker and Fletcher, p. 228).

Kirby had less doubt about the position of the chairperson. He suggested that he first of all should be well versed in the field covered by the committee and that he must be neutral. The chairperson must be a good organizer and must be able to make each member feel comfortable and at ease. Furthermore, the chairperson must not permit a verbose person to talk others into submission (1949, p. 294).

The success of a committee will never be greater than the skill of the chairperson. Not only can he/she eliminate waste and drawbacks of the committee but can also set the tone of the meeting (Koontz and O'Donnel (1972, pp. 393-394). To minimize waste of time Elliott postulated that:

at times the chairman's role in the group takes the form of calling the discussion back to the point . . . This does not mean that the chairman is not willing to shift the focus on the discussion if the group desires to do so, but it does mean that if one problem is being discussed and a person wishes to speak on a point irrelevant to the discussion, the chairman as the agent of the group shall rule him out. (Elliott, 1928, p. 73)

Doughman focuses on the style of the leader. The degree of leadership control on the autocratic-democratic continuum should be appropriate to the nature of the task, the nature of the membership, available time for completing responsibilities and sanctions at the leader's disposal. However, Doughman contends that the group should not be dominated by the chairperson or any of its members during discussion and decision making (1965, p. 302).

A research study performed at the University of Michigan's Institute of Social Research concluded from its data that the best committee results are achieved when a forceful, directive chairman leads the group. As to what makes a "good" chairperson, they held: "First

he must be active, directive;" in addition and perhaps most important, "he must have acceptance" (Make Committee Work Effective, 1958, p. 64).

In 1928, Harrison S. Elliott summed up his theory about the effectiveness of the chairperson:

The chairman's success depends upon his learning how to listen and how to watch the facial and other bodily expressions of the members of the group . . . In this way he comes to sense every mood of the group and can cooperate with it in a discriminating manner. (p. 72)

An Approach to Committee Evaluation

Committees and the general interest in establishing them have for some time now experienced a period of growth. Attending committee meetings is probably the most popular avocational pursuit in American institutions today. This increased use of committees has caused writers to continue to write guidelines for committee effectiveness. Standard means for making committees effective have yet to be formulated. General theories or concepts about committees serve only as a guideline for establishing and maintaining effective committees.

Nelson R. Jantzen, however, has developed a general line of questions that has proven effective in evaluating an existing or prospective committees.

1. What are the purposes or objectives of the committee? Are they valid today? If valid are there any collateral or auxiliary purposes the committee can serve?

It can be stated without qualifications that defining the purposes of any committee is probably the most difficult and yet the most essential step involved in establishing a committee. If the purpose of the committee is not clear or has not been thought through by those creating it, no member of the committee can understand what is expected and the group cannot function effectively. The continuing need for the committee as well as its effectiveness can only be appraised in terms of its purpose.

2. What responsibility and authority must the committee have to fulfill its mission? Are there others which the committee should have, which are not absolutely essential but are consistent with the committee's purposes?

The need for defining a committee's responsibility and authority is just as important as defining the responsibility and authority for an individual. In fact, Jantzen theorized that responsibilities and commensurate authorities might be listed and worded just as those for an individual. He also suggests that the authority of the committee, like that of any individual, must be commensurate with the responsibility assigned to it.

3. Should the committee be combined with other committees, dissolved or otherwise modified?

Answering this question involves taking the information gathered in the course of answering Nos. 1 and 2 and evaluating it to determine exactly what arrangements are justified.

4. If dissolved or modified, what alternate or supplementary organizational provision should be made to achieve the desired goals of the institution?

This step is aimed at making certain that no gap is left in the institution's organizational structure and administrative framework by the elimination of an existing committee or that any new or retained committee is properly tied in with other elements of the organization.

The reporting relationship in the case of committees has a different significance than in the case of individuals. The weakness of committees, it is charged, lies in their lack of accountability. It is rather difficult to attach accountability to a group acting in concert. This fact emphasizes the need for a reporting relationship to an individual so that effective accountability can be fixed at that point. Organization principles are also involved here: the superior's commensurate authority, since he is to be held accountable. It also involves the one-boss principle. It is with this in mind, that a constant recommendation is that the committee report to an individual who is in a position of authority.

5. If retained, what representation should be provided? To whom should the committee report? What should be the committee's operating procedure?

Although reported last here, it is emphasized that each of these questions should be answered before the first four (1958, pp. 330-333, 362-364).

In 1965, Doughman designed a system for evaluating committees based on what he classified as principles and standards. These principles and standards will not be identified here because they have already been incorporated in the literature of this chapter.

Other writers were less specific in their guidelines for evaluating committees. Ashmore believed that if committees are planned well, given the proper respect, provided with a clearly defined problem, and granted the necessary authority, they can accomplish much and are possibly the most democratic approach to school administration (1958, p. 40).

Shaw summed up his feelings about committees in educational institutes as follows:

The administrator's responsibility is to see that every proposed committee is measured against some criteria. When it [the committee] has been justified by such tests, the committee is well begun. (1960, p. 11)

CHAPTER III
GENERAL DESIGN OF STUDY

Scope of the Study

At the outset, it was hoped that each of the 28 community college districts in the State of Florida would be involved in this study. To make this possible, a letter was sent to each community college president and county superintendent in the state requesting copies of their council meetings' minutes from 1972 to 1974. The researcher was aware that a duplication of requests existed as a result of this mailing, but it was felt necessary to assure an immediate response from each district. Duplicate copies of minutes were received from only one district. Six responses were received indicating that their district did not have an active council, and no responses were received from two districts. The 20 councils used in the study are those which responded to the request for copies of their minutes covering the two-year period.

The theoretical committee processes analyzed in the study related to (a) nature of coordinating council goals,

(b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson.

The examination of the committee processes utilized by the coordinating councils included only those provided by the active members representing the community colleges, secondary schools and other agencies.

Procedures

Overview and Study Design

In this study, theoretical committee processes which experts advocate for effective committee functioning were identified from the literature. Also, the degree to which the most effective and least effective coordinating councils operate with respect to these criteria was determined as perceived by postsecondary administrators and secondary school administrators. Finally, analyses were made to determine the commonalities and/or differences among and between the most effective and least effective councils. This was a four-phase study.

The first step of the study involved identifying the most effective and the least effective coordinating councils.

The second step of the study involved the development of an instrument to determine to what extent the committee processes defined in the literature were being utilized by the councils.

The third step of the study involved the collection of data about committee processes from committee members and chairpersons.

The fourth step required that the researcher analyze the data in terms of the questions which gave direction to the study.

Determination of the Most Effective and Least Effective Councils

To determine the most effective and least effective coordinating councils, an examination of each council meeting's minutes from 1972 to 1974 was conducted. The minutes of each council were analyzed to determine the extent that each council is accomplishing its mandated function as specified in the Florida State Education Regulations, Section 6A-8.57.

Section 6A-8.57 of the Florida State Education Regulations mandate that a coordinating council be established in each community college district and that it review and make recommendations to the respective school boards and the community college board of trustees and where appropriate division director of the department of education for: (1) adjustments of existing programs, activities and services, (2) agreements between boards to provide coordinated and articulated vocational education, adult general education, and community instructional services, (3) long-range (6 years) objectives for the school district and the community college district, (4) the support of proposed programs, and

(5) other aspects of the program(s), and make such recommendations as are necessary to provide an efficient, well-coordinated and comprehensive vocational education, adult general education, and community instructional services program(s).

Each council could have received a maximum of 10 points: one point for reviewing and one point for making recommendations to the school board(s) and board of trustees for each of the five mandated functions listed above. Once a council has recorded in its minutes that it has reviewed or recommended to the boards a mandated function, it received one point. No attempt was made to identify the frequency that each council has reviewed or recommended action to the boards for a particular function.

The aggregate points received by each coordinating council determined its position in a one to 20 ranking. The median rating was used to distinguish the most effective councils from the least effective councils. Those councils above the median were rated as the most effective councils, and those below the median were rated as the least effective councils. Based on these criteria, eight councils were rated to be most effective and 12 were rated to be least effective. (See Appendix A for an alphabetical listing of the community college districts participating in the study.)

Development of the Instrument

The instrument used to collect the data for this study was devised to utilize the criteria which have been advocated by experts as necessary or important to initiate and/or operate an effective committee.

The first draft of the instrument included 40 items. The method of response to 39 items required that the respondents indicate on a continuum the extent to which they perceive that their councils utilize each criterion. This draft with accompanying instructions was then delivered to a state meeting of the Florida Community Junior College Inter-institutional Research Council and later mailed to those members who were absent. A copy was also mailed and delivered to selected members of the coordinating councils. This panel of experts was requested to evaluate the draft in terms of whether each criterion was absolutely necessary, appropriate, and stated clearly. In addition, the panel of experts was asked to make recommendations on the overall format of the instrument and to add criteria which in their opinion had been omitted that would assist in accomplishing the objectives of the study.

After four weeks, the instrument or some form of feedback had been received from over one-half of the panel of experts. With regard to the items themselves, a

compilation of the opinions expressed by the panel of experts and the researcher's doctoral committee members, a few items were eliminated, and some were reworded. Each item of the first draft was preceded by names of authors and a short statement expressing their attitude of the importance of this criterion for effective committee operation. There was almost unanimous agreement that these names and statements be eliminated from the actual data gathering instrument. It was also suggested that the researcher substitute the word "usually" for the words "most always" in the response continuum and that a "don't know" category be added to the continuum for four items.

On the bases of the reactions from the panel of experts, a final draft of the instrument was devised. All revisions were based on remarks which were consistently directed at a specific criteria and those which were perceived to be beneficial in achieving the objectives of the study. The final draft was a 40-item questionnaire with 39 to be responded to by checking a point on a continuum and one open-ended item. (See Appendix C for a complete derivation of the data collection instrument.)

Because the instrument was designed to measure the perception of the use of the theoretical committee processes utilized by the coordinating council, all responses were valid since the processes were to be evaluated as they were perceived by each respondent.

Data Collection

Data were collected from each member and chairperson in the most effective and least effective coordinating councils. The instrument was mailed to each coordinating council member and chairperson. There are 20 councils included in the study with over 33% having a membership larger than 13, and over 50% having a membership ranging from 10 to 12. The membership ratio is approximately 51:49 postsecondary to secondary school administrators.

Data Analysis

The first step to be completed in analyzing the data was to determine if there was homogeneity among the responses of the postsecondary and secondary school administrators in both the most effective and least effective groups. Commonalities and/or differences among and between groups, among the most effective and least effective coordinating councils in regards to the theoretical committee processes related to (1) nature of coordinating councils goals (2) operating procedures of coordinating councils, (3) behavior and qualifications of coordinating council members, and, (4) behavior and qualifications of the chairpersons were analyzed. A chi-square was used to test if there was a significant difference in responses between the most effective and

least effective groups. It was felt that the .05 level of significance was suitable for these analyses. The .05 level of rejection indicated that 5% of the values of the chi-square distribution are larger than the table value if the assumptions made are true.

CHAPTER IV

RESULTS AND DISCUSSION OF DATA

The questions to be investigated in this study are reiterated below as a convenience. The introduction following the questions contains a description of the order in which the results are presented, rate of returns from subjects, and initiates the presentation of data.

Questions

1. To what extent are there commonalities and/or differences among the most effective councils in regard to selected committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairpersons, as perceived by postsecondary administrators and secondary school administrators?

2. To what extent are there commonalities and/or differences among the least effective councils in regard to selected committee processes related to (a) nature of

coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairpersons, as perceived by postsecondary administrators and secondary school administrators?

3. To what extent are there commonalities and/or differences between the most effective and least effective coordinating councils in regard to selected committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson, as perceived by council members?

4. To what extent are theoretical processes related to (a) nature of committee goals, (b) operating procedures of committees, (c) behavior and qualifications of committee members, and (d) behavior and qualifications of committee chairpersons applicable to coordinating councils?

Introduction

The results of this study are reported primarily in terms of frequencies and percentages. A chi-square test of homogeneity was used to determine what commonalities

and/or differences occurred among and between the groups. The format is organized by presenting each variable to be investigated, in order, followed by a verbal and table description of the responses to the items. Most of these variables are related to certain points of small-group theory, while the others, whose theoretical foundation is rather primitive, have been selected more on the basis of committee processes advocated by experts rather than findings resulting from rigid scientific investigations.

The open-ended comment items provided an opportunity for the respondents to react, without restrictions, to practices and ideas that they believe contribute to the effective functioning of coordinating councils. Selected excerpts from these comments are interspersed throughout this chapter in an attempt to convey the flavor of the respondents' replies to the other items on the questionnaire. The other comments will be listed at the end of this chapter.

Discussions of the relationships between these variables, and between the variable and the most effective or least effective councils, should be prefaced with the reminder that causality may not be statistically inferred from mere association.

The rate of questionnaire returns for this study reflects a high degree of subject cooperation. Questionnaires were sent to each member of the 20 coordinating

councils that were active for the academic year of 1974 to 1975, and that provided minutes of its council meetings from 1972 to 1974. A total of 144 questionnaires were returned out of 190 mailed for a return rate of 76%. One questionnaire was returned because the respondent had left the institution. Eight of the respondents returned the questionnaire incomplete because they had not been attending council meetings or said that their councils were inactive. After the responses from the questionnaire had been key-punched and processed on the computer, 12 additional questionnaires were received. The additional questionnaires returned after the replies had been computed for each council did not differ from those used in the study. This finding suggests that although this information was not used in the data analyses, it did not introduce any bias into the findings of this study.

Table 1 shows a profile of the returns that make up the most effective and least effective categories. It can be observed from the table that a total of 133 usable returns were used in the study. Overall, the responses from the postsecondary and secondary school administrators were almost identical: 51% from the postsecondary administrators and 49% from the secondary school administrators. If the most effective and least effective categories are examined separately, it will be discovered that for the most effective councils, 60% of the responses came from

postsecondary administrators and 40% came from the secondary school administrators, and vice versa for the least effective councils.

Table 1
Profile of Returns From Administrators
by Type of Council

Type	Frequency	Percent
Most Effective		
Postsecondary	43	60.6
Secondary	<u>28</u>	<u>39.4</u>
	71	100.0
Least Effective		
Postsecondary	25	40.3
Secondary	<u>37</u>	<u>59.7</u>
	62	100.0
Combined		
Postsecondary	68	51.1
Secondary	<u>65</u>	<u>48.9</u>
	133	100.0

The council members were asked which of the following size intervals approximates the size of their coordinating council: less than 6, 7 to 9, 10 to 12, or 13 and

over. The size of the councils investigated included the chairman and all members who regularly attend meetings. No attempt was made to determine if all were voting members, but Table 25 shows the number of councils whose membership includes members other than those mandated by the state legislature.

The postsecondary and secondary school administrators were consistent in their responses to this item. Since the postsecondary and secondary administrators responded to the item consistently, the two levels were combined to determine the average size in each category. Table 2 shows the combined distribution of frequencies and percents for the most effective and least effective groups.

Table 2
Size of Coordinating Councils by Type

Size	Most Effective		Least Effective		Total	
	Count	Percent	Count	Percent	Count	Percent
Less than 6	-	-	2	1.5	2	1.5
7 to 9	6	4.5	14	10.5	20	15.5
10 to 12	33	24.8	34	25.6	67	50.1
13 and over	32	24.1	12	9.0	44	33.1
TOTALS	71	53.4	62	46.6	133	100.0

In the most effective councils, no respondent indicated that he/she was a member of a council with less than six members, six checked the "seven to nine" category; 33 checked the "10 to 12" category; and the remaining 32 checked the "13 and over" category.

For the least effective group, two respondents indicated that they were members of a council whose size was less than six, 14 checked the "seven to nine" category, 34 checked the "10 to 12" category, and 12 respondents checked that their council was 13 or over. Overall, 33% of the council members indicated that their council was larger than 13, and over 50% indicated that their council's size ranged from 10 to 12.

The theoretical assumption in the literature on committee size was not confirmed in this study. It was revealed in the literature that the ideal size of a committee depends on its function, but generally the recommended size ranged from three to nine members. In this study, only 4.5% of the respondents in the most effective group indicated that their council was of a size nine or less, whereas in the least effective group, 12% indicated that their council's size was no more than nine. The "Count" columns of Table 2 show that coordinating councils tend to be larger than the advocated size for effective committees.

Based on these data, it was concluded that the recommended committee size was not associated with the effective coordinating councils. As the councils represented indicated a smaller size, there was no indication of an increase in effectiveness. These results were surprising in view of the fact that the crucial areas in many studies of size were conducted with groups between three and nine members.

Three explanations are possible for the results of this study. First, since the state regulations require that the membership of the councils includes specific administrators and directors from the community college and the board of public instruction, it can be hypothesized that the size required by the state regulations has not adversely affected the functioning of the councils. This researcher found no research which recommended a committee size over 20 members. There was only one coordinating council with a membership larger than 20; it incidentally was rated highest in the most effective group.

Second, Berelson and Steiner suggested that the recommended size of committees change with age. They went on to say, "increasing maturity of the personality associated with age permits effective participation in larger groups" (Berelson and Steiner, 1964, p. 359). Although data on the council members' ages were not collected, the profile of the membership suggests that no

council members can be included in the age category that would adversely affect the functioning of larger councils. Third, there may be a crucial difference between investigations which manipulate group size experimentally and those which approach it in natural state groups.

Goals of Committees

Three items were included in the questionnaire relating to the goals of committees. Two of these items were designed to solicit the perceptions of council members regarding the clarity and acceptance of the goals of the coordinating councils. The third item solicited the council members' perceptions of the degree of congruence between the goals adopted by the council and those mandated by the state legislature.

Item 3: The goals of the coordinating council are clearly stated. The implication was made in the literature that the lack of clearly stated goals contributes to the dysfunctioning committee. Since several authors expressed this notion, the assumption was made that the effectiveness of the council would affect the members' responses to this item. Respondents were asked to indicate their perceptions of the clarity of the goals of his council by checking a category on a continuum of "never," "seldom," "usually," or "always."

This variable proved to be significant and, as expected, the members of the most effective councils responded differently than those of the least effective councils. Prior to an investigation to determine the degree of differences between the most effective and least effective councils, a test of homogeneity was computed to determine if the postsecondary and secondary administrators responded to the item with any consistency.

Among the most effective councils, a chi-square of 1.1 (significant above the .05 level) was insufficient to reject the notion that there were no significant differences between the postsecondary and secondary administrators' responses to the item. For the least effective councils, a chi-square of .48 (significant above the .05 level), also failed to reject the notion that there were significant differences in the responses of the postsecondary and secondary administrators to this item.

The combined responses of the postsecondary and secondary school administrators for the most effective and least effective councils were used to determine if the variance in responses in the "never," "seldom," "usually," and "always" categories dispersed enough to reject the notion that there were no significant differences in the responses to this item between the most effective and least effective councils. The results are shown in Table 3.

Table 3
Clarity of Goals of the Most and Least
Effective Coordinating Councils^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	5 (3.8)	40 (30.1)	26 (19.5)	71 (53.4)
Least Effective	2 (1.5)	44 (33.1)	12 (9.0)	4 (3.0)	62 (46.6)
Column Totals	2 (1.5)	49 (36.8)	52 (39.1)	30 (22.6)	133 (100.0)

Note. Chi-square 63.9 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

An examination of Table 3 shows that the members of the least effective councils do not perceive the goals of their council to be stated as clearly as their counterparts in the most effective councils. A chi-square of 63.9 (not significant at the .05 level) rejected the notion that there would be no differences in the responses to this item between the most effective and least effective council members.

The data in Table 3 tend to support Decker and others who strongly theorized that basic to the effective use of a committee is the specification of its role.

A further indication of the need for clearly stated objectives was expressed in Item 40 of the questionnaire. Item 40 requested council members to write in practices which contribute to the effectiveness of coordinating councils. One respondent remarked:

Coordinating councils must have a clear-cut objective to achieve its goals.

Another wrote,

The coordinating council could be a valuable organization if it properly conducted its meetings and had precisely stated objectives.

Item 4: The goals adopted by the coordinating council are accepted by its members. G. O. Doughman, B. C. Kirby and R. J. House are a few of the authors who expressed the theory that by and large, committee members do not seem to feel strongly committed to the actions of the group unless they have accepted its goals. Respondents were asked to indicate their perceptions of this item as it applies to their council.

Chi-squares of 4.79 and 1.54 (both significant above the .05 level) for the most effective and least effective councils, respectively, indicated that there were no significant differences between the responses of the postsecondary and secondary school administrators among these councils. An examination of the responses for the most effective councils revealed that 47% of the 43 post-secondary administrators responded to this item as

"always," while the remaining 53% responded to the item as "usually." For the secondary school administrators, 29% responded that the goals of their councils are "always" accepted by its members while 64% responded to the item as "usually." The remaining 7% responded in the "seldom" category.

An examination of the responses for the least effective councils revealed that only three of the postsecondary administrators responded "always," and six responded "usually" for a total of 36%, while the remaining 64% responded to the item as "seldomly." The responses to this item for the secondary school administrators were similar. Three responded "always" and six responded "usually" for a total of 24%; the remaining 76% checked the other two categories with 73% checking "seldom" and the other 3% checking "never."

Since the postsecondary and secondary school administrators responded to the item consistently for both types, the next most obvious question about the responses concerned the commonalities and/or differences between the most effective and least effective councils. Thus, was there a significant difference in the responses between the most effective and least effective councils? Table 4 provides the answer to this question. Table 4 shows how the administrators perceived the acceptance of the goals of their council. From these data, it can be observed

that there were differences in the responses of the most effective and least effective council members. Given these data, a chi-square was computed to be 68.2 (not significant at the .05 level).

Table 4
Council Member Acceptance of Goals of
Most and Least Effective Coordinating Councils^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	- (.0)	2 (1.5)	41 (30.8)	28 (21.1)	71 (53.4)
Least Effective	1 (.8)	43 (32.3)	12 (9.0)	6 (4.5)	62 (46.6)
Column Totals	1 (.8)	45 (33.8)	53 (39.8)	34 (25.6)	133 (100.0)

³ Note. Chi-square 68.2 (not significant at the .05 level)
df.

^aNumbers in parentheses indicate percents.

These data corroborate the theory about the acceptance of goals in the literature as well as the remarks made by the respondents in Item 40 of the questionnaire. One respondent made the following statement:

In order for the coordinating council to be effective there must exist a spirit of cooperation, an understanding of the issues and above all a commitment to the purposes and objectives of the council.

Item 5: The goals adopted by the coordinating council are consistent with those stipulated in the State Board of Education Regulations (Section 6A-8.57). Respondents were asked to indicate their perceptions of the congruence between the goals adopted by their council and those mandated in the state regulations.

Table 5 shows the disparity in the responses between the postsecondary administrators and the secondary school administrators for the most effective councils. Using the frequencies in this table, a mean of 3.6 (always) and a Standard Deviation of .57 was computed after assigning a numerical value of one to four respectively to the continuum of "never," "seldom," "usually," and "always." A chi-square using these frequencies was computed to be 6.89 (not significant at the .05 level).

Perhaps one reason for the differences in responses for the most effective councils was that most, 93%, of the secondary school administrators felt that the adopted goals of the council are "usually" or "always" congruent with those in the State Board of Education Regulations, while only 76% of the postsecondary administrators felt that the goals adopted by the council are "always" congruent with those stipulated in the State Board of Education Regulations.

Table 5

Perceptions of Congruence Between
Locally Adopted Goals and Those Mandated
in the State Regulations for the Most Effective Councils^a

Type	Never	Seldom	Usually	Always	Total
Postsecondary	-	1 (1.4)	9 (12.7)	33 (46.5)	43 (60.6)
Secondary	-	2 (2.8)	13 (18.3)	13 (18.3)	28 (39.4)
Column Totals	-	3 (4.2)	22 (31.0)	46 (64.8)	71 (100.0)

Note. Chi-square 6.9 (not significant at the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

Table 6 shows that there were no significant differences between the responses of the postsecondary and secondary school administrators for the least effective councils. A chi-square was computed to be 3.7 (significant above the .05 level).

Because of the significant differences in the responses among the most effective council's members, no attempt was made to compute a chi-square on the responses between the most effective and least effective council members. Using the data of the least effective council

members however, a mean of 2.4 was computed. This mean score reveals that the responses of these administrators were lower than those of the most effective council members.

Table 6

Perceptions of Congruence Between
Locally Adopted Goals and Those Mandated
in the State Regulations for the Least Effective Councils^a

Type	Never	Seldom	Usually	Always	Total
Postsecondary	-	16 (25.8)	3 (4.8)	6 (9.7)	25 (40.3)
Secondary	3 (4.8)	26 (41.9)	4 (6.5)	4 (6.5)	37 (59.7)
Column Totals	3 (4.8)	42 (67.7)	7 (11.3)	10 (16.1)	62 (100.0)

Note. Chi-square 3.7 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Operating Procedures of Committees

The content of this section contains 17 questions which address themselves to premeeting and intrameeting operation variables of committee processes.

Item 6: An agenda is used for coordinating council meetings. Table 7 shows that there is no significant association to support the notion that the use of an agenda during its meetings might cause a council to be more effective. There were no significant differences in the use of an agenda during meetings between the most effective and least effective councils.

Table 7

Agenda Use for the Most and
Least Effective Council Meetings^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	1 (.8)	4 (3.0)	22 (16.5)	44 (33.1)	71 (53.4)
Least Effective	-	8 (6.0)	20 (15.0)	34 (25.6)	62 (46.6)
Column Totals	1 (.8)	12 (9.0)	42 (31.6)	78 (58.6)	133 (100.0)

Note. Chi-square 3.1 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Using frequencies in Table 7, a chi-square of 3.1 (significant above the .05 level) reveals that there was no significant difference in the responses of the most

effective and the least effective council members. Since both councils utilize this committee process, it can be concluded that the use of an agenda did not significantly affect the effectiveness of the internal operation of the coordinating councils.

Item 7: The members of the coordinating council have an opportunity to make input into the agenda development for council meetings. Actually, this variable should be a measure of the actual opportunity enjoyed by the council members to participate in determining the agenda for council meetings. It is beyond the scope of this investigation to determine if there existed any formal procedures among the 20 councils to provide for this input; therefore, the category checked on the continuum should be indicative of the degree that any member could and did raise any issue he saw fit, either before or during the meeting. A continuum of "Never," "Seldomly," "Usually," and "Always," was provided for council members to indicate the degree to which they had an opportunity to make input into the agenda development.

After assigning a numerical value of one to four to the categories on the continuum, an analysis of the data for the most effective councils produced a mean score of 3.6 (Always) and a standard deviation of .67. Both the postsecondary and secondary school administrators rated their opportunity for participating in the agenda development

very high. Thirty-one of the 43 postsecondary administrators checked "Always," and seven checked "Usually" for a total of 88%. For the secondary school administrators, 22 of the 28 checked "Always," and five checked "Usually," for a high of 96%. No postsecondary administrator checked "Never" for this item; however, 4% of the secondary school administrators did.

The members of the least effective councils did not rate their opportunity for participating in the agenda development as high as their counterparts in the most effective councils. A mean of 2.1 with a standard deviation of .76 was computed using the frequencies of the least effective council members. A mean of 2.1 translated into a category on the continuum indicates that the least effective council members seldom have an opportunity to make input into the agenda.

The secondary school administrators rated their opportunity considerably lower than the postsecondary administrators in the least effective group. Of the 37 secondary school administrators, only two checked "Always" and four checked "Usually" for a total of 16%. For the other 31 secondary school administrators, 23 checked "Seldom," and eight checked "Never" for a total of 83%. With respect to the postsecondary administrators, three checked "Always," three checked "Usually," 17 checked "Seldom," and one checked the "Never" category.

A chi-square of 4.8 (significant above the .05 level) for the most effective group and 4.3 (significant above the .05 level) for the least effective group was more than is statistically required to combine the two levels so that some association could be made between the most effective and the least effective groups. A glance at Table 8 shows the difference in responses of the most effective and least effective council members. A majority of the most effective council members indicated that they did have an opportunity to make input into the agenda development, while a major portion of the least effective council members indicated that they "Seldomly" or "Never" have this opportunity.

Table 8

Degree of Opportunity for Council Members
to Make Input into Agenda Development^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	1 (.8)	5 (3.8)	12 (9.0)	53 (39.8)	71 (53.4)
Least Effective	9 (6.8)	40 (30.1)	8 (6.0)	5 (3.8)	62 (46.6)
Column Totals	10 (7.5)	45 (33.8)	20 (15.0)	58 (43.6)	133 (100.0)

³ Note. Chi-square 73.9 (not significant at the .05 level)
df.

^a Numbers in parentheses indicate percents.

Although the findings of this study support the theory espoused in the literature, implications are not easy to make. It was speculated that if members had an opportunity to make input into what was discussed in council meetings, they would be inclined to consider the discussion of the meetings to be important. Likewise, it seems less likely that members should be ready to judge time as wasted when it was devoted to issues suggested by them. Nevertheless, the following deductions are made. First, it seems plausible that estimates of issue importance are greatly affected by the amount of agenda participation members experienced, but not exclusively. Second, when the issues are unimportant, efficiency is rated low.

Item 8: The agenda is distributed to coordinating council members at least one day before the council meetings are conducted. Respondents were asked to indicate the degree that their council distributes an agenda at least one day in advance of council meetings. An analysis of the data collected by this variable supports the theory that the distribution of an advanced agenda increased the efficiency of committee meetings.

An analysis of the data among the most effective councils revealed that postsecondary and secondary school administrators agree that their councils distribute an agenda in advance of each meeting. The mean response was 3.0 (Usually) with a standard deviation of .85. A chi-square

was computed to be 2.9 (significant above the .05 level). As a further indication of their agreement, 81% of the postsecondary administrators responded in the "Always" or the "Usually" categories, while 82% of the secondary school administrators checked the same categories.

For the least effective councils, a chi-square was computed to be 3.6 (significant above the .05 level). The mean response for the least effective council members was computed to be 2.3 (Seldom) with a standard deviation of .77.

It seemed likely that on the basis of these data, the most effective councils distributed an advanced agenda to a greater extent than the least effective councils. Table 9 supports these speculations and also the theory reported in most of the literature. The chi-square was computed to be 36.4 (not significant at the .05 level).

In spite of the fact that some authors felt that an advanced agenda causes committee meetings to be drawn out, and did not contribute to committee effectiveness, they did agree with those that are proponents of the use of an advance agenda that this committee process relates to committee decisiveness, though not strongly, and was significantly related to member satisfaction and decision quality.

Table 9
The Use of an Advance Agenda by
the Most and Least Effective Councils^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	5 (3.8)	8 (6.0)	35 (26.3)	23 (17.3)	71 (53.4)
Least Effective	7 (5.3)	35 (26.3)	15 (11.3)	5 (3.8)	62 (46.6)
Column Totals	12 (9.0)	43 (32.3)	50 (37.6)	28 (21.1)	133 (100.0)

Note. Chi-square 36.4 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Item 9: The minutes of the coordinating council are distributed to council members. The intent of this item was to determine if coordinating councils practice the concept of distributing minutes to council members. This researcher discovered while reviewing the literature that there were about as many authors who felt that the utilization of this committee process was useless as those who felt that it contributed significantly to committee effectiveness

With this contrast of opinion, it was felt that the results of this variable would present some interesting

findings. The first statistical analysis computed using the data collected by this variable was to determine the degree of congruence between the responses between the postsecondary and secondary school administrators. To determine if homogeneity of responses existed, a chi-square was computed. This computation produced a figure of .67 (significant above the .05 level) for the most effective councils and .23 (significant above the .05 level) for the least effective councils.

A further analysis revealed that the most effective and least effective councils have adopted and make extensive use of the committee process of distributing the minutes to council members. For the most effective councils, a mean score was computed to be 3.8 (Always) with a standard deviation of .44. A mean score of 3.6 (Always) with a standard deviation of .58 was computed for the least effective councils.

Based on these data, did ratings of the coordinating councils affect the members' response to this variable? Table 10 answers this question. For the most effective councils, 82% of the 71 administrators checked "Always," 17% checked "Usually," while the remaining 1% checked the "Seldom" category. For the least effective councils, 65% of the 62 administrators checked "Always," 31% checked "Usually," and the remaining 4% checked the "Seldom" category. Using these frequencies, a chi-square was computed

to be 5.3 (significant above the .05 level). It was concluded that there was no significant association to support the notion that the most effective and least effective council members would respond differently to this variable.

Table 10

The Degree that Most and Least Effective Councils Distribute Minutes to Their Members^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	1 (.8)	12 (9.0)	58 (43.6)	71 (53.4)
Least Effective	-	3 (2.3)	19 (14.3)	40 (30.1)	62 (46.6)
Column Totals	-	4 (3.0)	31 (23.3)	98 (73.7)	133 (100.0)

Note. Chi-square 5.3 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

Item 10: Decisions are made by coordinating councils only after issues are studied and understood by all council members. The purpose of this variable was to determine if the coordinating councils made decisions only when all members understood the issues involved. The notion

was expressed in the literature that more intelligent decisions are made when committee members have an understanding of the issues related to the problem. To assure a more competent membership, it was suggested that committees use appropriate research techniques to resolve the inadequacies and/or differences among committee members. Based on these implications, it was theorized that the extent that decisions are made only after issues are studied and understood by all members will have an affect upon the effectiveness of the coordinating councils.

Using the frequencies of the postsecondary and secondary school administrators for the most effective councils, a mean of 3.4 (Usually) and a standard deviation of .63 were computed. Among the postsecondary administrators, 51% indicated that the council "Always" makes decisions only after issues are studied and understood; 42% checked "Usually" while the remaining 7% checked the "Seldom" or "Never" categories. For the secondary school administrators, 43% checked "Always," and the remaining 57% checked that the council "Usually" makes decisions only after issues are studied and understood by all members. Table 11 shows that there was no significant difference in the responses of the postsecondary or secondary school administrators. A chi-square was computed to be 3.0 (significant above the .05 level). It was concluded that the level of administrator did not affect the responses to this variable.

Table 11

A Distribution of the Degree
that the Most Effective Councils Make
Decisions Only When Issues are Understood^a

Type	Never	Seldom	Usually	Always	Totals
Post Secondary	1 (1.4)	2 (2.8)	18 (25.4)	22 (31.0)	43 (60.6)
Secondary	-	-	16 (22.5)	12 (16.9)	28 (39.4)
Column Totals	1 (1.4)	2 (2.8)	34 (47.9)	34 (47.9)	71 (100.0)

Note. Chi-square 3.0 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents

Table 12 shows the disparity in the responses between the postsecondary and secondary school administrators for the least effective councils. Using the frequencies in Table 12, a mean of 2.4 (Seldom) with a standard deviation of 1.0 was computed after assigning a numerical value of one to four to the continuum of "Never," "Seldom," "Usually," and "Always." For the postsecondary administrators, 36% checked "Always," 16% checked "Usually," and the remaining 48% checked the "Seldom" category. For the secondary school administrators, 14% checked "Always," 11% checked "Usually," 51% checked

"Seldom" and the remaining 24% checked the "Never" category. Using these data in Table 12, a chi-square was computed to be 9.7 (not significant at the .05 level). As a result of the low significance level of the chi-square, the conclusion was made that the postsecondary and secondary school administrators did respond differently to this variable.

Table 12

A Distribution of the Degree
that the Least Effective Councils Make
Decisions Only When Issues are Understood^a

Type	Never	Seldom	Usually	Always	Totals
Post Secondary	-	12 (19.4)	4 (6.5)	9 (14.5)	25 (40.3)
Secondary	9 (14.5)	19 (30.6)	4 (6.5)	5 (8.1)	37 (59.7)
Column Totals	9 (14.5)	31 (50.0)	8 (12.9)	14 (22.6)	62 (100.0)

Note. Chi-square 9.8 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Due to the significant differences between the postsecondary and secondary school administrators for the least effective councils, no attempt was made to

determine if there were significant differences in the responses between the most effective and the least effective councils. A mean score of 2.4 (Seldom) indicated that the least effective council members felt that their council has a tendency to make decisions without members understanding all the issues involved to a greater extent than their counterparts in the most effective councils.

Item 11: Coordinating council meetings are conducted according to a set of standard rules and regulations (e.g., Roberts Rules of Order). The objective of this variable was not to make an exhaustive analysis of the degree of formality present while the councils are conducting their meetings; such an analysis would have required the use of some observational technique. It was hoped, however, that some data could be obtained to test the assumption that an informal atmosphere would be adopted by council members.

An examination of the data among the most effective councils revealed that over 57% of the administrators responding indicated that they do not use Roberts Rules of Order or any other standard rules while conducting their meetings. Twenty-six percent indicated that they did use some form of standard rules and 15% did not respond to the item. A further examination of these data revealed that there was a significant difference in the responses between the postsecondary and secondary school

administrators. A chi-square was computed to be 2.0 (not significant at the .05 level). Based on these data it was concluded that the level of the administrator did affect the responses to this variable. Table 13 shows a summary of the data for the most effective councils.

Table 13
A Distribution of the Degree
that Meetings Are Conducted According
to Standard Rules by the Most Effective Councils^a

Type	Yes	No	Omit	Total
Post Secondary	13 (18.3)	22 (30.9)	8 (11.3)	43 (61.0)
Secondary	6 (8.5)	19 (26.8)	3 (4.2)	28 (39.4)
Column Totals	19 (26.8)	41 (57.8)	11 (15.5)	71 (100.0)

Note. Chi-square 2.0 (not significant at the .05 level)

^aNumbers in parentheses indicate percents.

An examination of the data of the least effective councils revealed that 39% responded that their councils did not use Roberts Rules of Order or any other standard rules while conducting their meetings; 29% checked "Yes" and 32% did not give an answer. These data indicate that

there was a significant difference in the responses between the postsecondary and secondary school administrators. A chi-square was computed to be 2.9 (not significant at the .05 level). Based on the data in Table 14, it was concluded that the level of the administrator did affect the responses to this variable.

Table 14

A Distribution of the Degree
that Meetings Are Conducted According to
Standard Rules by the Least Effective Councils^a

Type	Yes	No	Omit	Total
Post Secondary	9 (14.5)	11 (17.7)	5 (8.0)	25 (40.3)
Secondary	9 (14.5)	13 (21.)	15 (24.2)	37 (59.7)
Column Totals	18 (29.0)	24 (38.7)	20 (32.2)	62 (100.0)

Note. Chi-square 2.9 (not significant at the .05 level)

^aNumbers in parentheses indicate percents.

Due to an oversight, no continuum was provided on the instrument for this variable. This, perhaps, accounts for the unusual amount of omissions in the tables. A few respondents wrote in "Always" or "Never" for the

variable, while a majority wrote in the words "Yes" or "No." To avoid a duplication of responses, the "Always" responses were changed to "Yes" and the "Never" responses were changed to "No."

No attempt was made to determine if there was an association between the use of standard rules and the effectiveness of the councils because of the lack of homogeneity of responses between the postsecondary and secondary school administrators. However, a statement solicited by Item 40 seems appropriate. The respondent wrote:

Because of the tasks and the circumstances with which they operate, a general atmosphere of meetings minimizes any tendency to feel threatened.

Item 12: The coordinating council formulates a plan or plans to attack a problem. The intent of this variable was to determine if council members, in undertaking a problem, decided on avenue(s) to the solution to the problem rather than haphazardly attacking it on a trial and error basis. The implication was made in the literature that a lack of planning contributed to a dysfunctioning committee. The assumption was made that the effective councils might formulate plan(s) to attack a problem to a greater degree than least effective councils.

A mean score of 3.2 and a standard deviation of .55 indicate that the most effective council members "Usually" formulate plan(s) to attack a problem. For this item, 30% of the postsecondary administrators checked

"Always," 63% checked "Usually," and the remaining 7% checked the "Seldom" category. For the secondary school administrators, 21% checked "Always," 71% checked "Usually," while the remaining 8% checked the "Seldom" category. A chi-square was computed to be .68 (significant above the .05 level).

For the least effective councils, a mean score was computed to be 3.0 (Usually) and a standard deviation of .51. An examination of the data among the least effective councils revealed about 24% of the postsecondary administrators checked "Always," 68% checked "Usually," and the remaining 8% checked the "Seldom" category. For the secondary school administrators, only 8% checked "Always," 78% checked "Usually," and the remaining 14% checked the "Seldom" category. A chi-square was computed to be 3.2 (significant above the .05 level).

Chi-squares for the two groups indicate that there were no significant differences in the responses among the two groups. Consequently, the postsecondary and secondary school administrators' responses were combined to determine if there was an association between the variable and the rating of the councils.

Table 15 shows that the responses between the most effective and least effective councils were very similar. A chi-square was computed to be 3.3 (significant above the .05 level). The mean scores (3.2 and 3.0) for the

two groups also reveal that both the most effective and least effective councils utilize this variable almost identically. Based on these data, it was concluded that an association did not exist between the use of this variable and the effectiveness of the councils.

Table 15
The Extent that the Most and Least
Effective Councils Formulate Plan(s) to Solve Problems^a

Type	Never	Seldom	Usually	Always	Totals
Most Effective	-	5 (3.8)	47 (35.3)	19 (14.3)	71 (53.4)
Least Effective	-	7 (5.3)	46 (34.6)	9 (6.8)	62 (46.6)
Column Totals	-	12 (9.0)	93 (69.9)	28 (21.1)	133 (100.0)

Note. Chi-square 3.3 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

Item 13: A precise time period is specified for the coordinating council meetings so that members can arrange their schedules. It was assumed that the specification of a precise time period for meetings might improve the effectiveness of the councils.

The data for the most effective councils reveal that there was no significant difference in the responses between the postsecondary and secondary school administrators. A chi-square was computed to be 2.2 (significant above the .05 level). A mean score of 3.6 and a standard deviation of .33 indicate that the members of the most effective councils perceive that their councils "always" specify a time period for their meetings. It should also be noted that one secondary school administrator did not respond to the item.

An analysis of the data for the least effective councils reveals that the postsecondary and secondary school administrators were similar in their perceptions with respect to this variable. Using these data, a mean score of 2.2 indicates that the least effective councils "Seldom" establish a time period for their meetings. A further analysis of these data produced a chi-square of 3.4 (significant above the .05 level).

Table 16 shows how the most and least effective council members responded to this item. An examination of these data indicate that there was a significant difference in the responses between the most effective and least effective councils. For the most effective councils, 93% of the members checked the "Always" or the "Usually" categories, whereas, for the least effective councils, only 21% of the members checked the "Always" or "Usually"

categories. A chi-square of 70.9 was not significant at the .05 level. Based on these data, it was concluded that the findings of this study corroborate the speculation that the use of a specific time for committee meetings will make a difference in the effectiveness of the committee.

Table 16

The Use of a Specific Time Period
For the Most and Least Effective Councils^a

Type	Never	Seldom	Usually	Always	Totals
Most effective ^b	-	5 (3.8)	17 (12.9)	48 (36.4)	70 (53.0)
Least Effective	5 (3.8)	44 (33.3)	5 (3.8)	8 (6.1)	62 (47.0)
Column Totals	5 (3.8)	49 (37.1)	22 (16.7)	56 (42.4)	132 (100.0)

Note. Chi-square 70.9 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

^bOne observation is missing in the Most Effective group.

Item 14: Coordinating council meetings are scheduled to be held on the same day each week, month, or quarter. There was much discussion in the literature on the frequency of meetings vs. the amount of time wasted and the efficiency of the committee. It was not the intent

of this variable to identify the frequency of coordinating council meetings, but rather to determine if councils pre-scheduled their meetings on a regular basis. The implication was constantly stressed in the literature that the lack of a regular meeting schedule contributes to a dysfunctioning committee. The theory was adopted that effective councils tend to establish regular meeting schedules to a greater degree than least effective councils.

After assigning a numerical value of one to four to the categories on the continuum beginning with "Never" and ending with "Always," an analysis of the frequencies for the most effective councils produced a mean score of 3.0 (Usually) with a standard deviation of .92. Thirteen of the 43 postsecondary administrators checked "Always," while 21 checked "Usually" for a total of 79%. For the secondary school administrators, only nine of the 27 checked "Always," while 12 checked "Usually" for a total of 78%. A chi-square among the most effective councils was computed to be .85 (significant above the .05 level).

The members of the least effective councils did not rate their council's use of a regular meeting schedule as high as their counterparts in the most effective councils. A mean score of 2.3 (Seldom) and a standard deviation of .94 was computed using the frequencies for these councils. Among the least effective councils, the postsecondary administrators rated the use of this variable

slightly higher than did the secondary school administrators. Of the 25 postsecondary administrators, 36% checked the "Always" or "Usually" categories, whereas for the secondary school administrators, 27% checked the "Always" or "Usually" categories. The difference, however, was not significantly different. A chi-square was computed to be 1.2 (significant above the .05 level).

Since no significant differences exist among the most effective and least effective councils, the postsecondary and secondary school administrators' responses were combined to determine if effectiveness of the councils affected the members' responses to this variable. Table 17 provides a summary of these data. A chi-square was computed to be 32.2 (not significant at the .05 level). Based on these data, it was concluded that the most effective council members' responses to this item were significantly different from those of the least effective council members.

Although the data show that the most effective councils utilized this variable to a greater degree than did the least effective councils, it is improper to suggest a cause and effect relationship. The responses given by the respondents in Item 40 did suggest that the use of a regular schedule meeting will improve the effectiveness of the council. Below are two such implications.

Table 17

A Distribution of the Degree that Most
and Least Effective Councils Meet on a Regular Basis^a

Type	Never	Seldom	Usually	Always	Totals
Most Effective ^b	7 (5.3)	8 (6.1)	33 (25.0)	22 (16.7)	70 (53.0)
Least Effective	12 (9.1)	31 (23.5)	10 (7.6)	9 (6.8)	62 (47.0)
Column Totals	19 (14.4)	39 (29.5)	43 (32.6)	31 (23.5)	132 (100.0)

Note. Chi-square 32.3 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

^bOne observation is missing in the Most Effective group.

One reason that our council has been effective is because it meets on a regular basis for the purpose of planning which institution will best serve the community's needs through their programming. Through informal discussion the council avoids duplication and strive for more effective articulation.

Another respondent wrote,

Although there is a regular meeting scheduled, the council is flexible to meet when there is a need.

Item 15: Coordinating council meetings are held in an atmosphere that is conducive to effective deliberations.

The notion was expressed in the literature that the degree of cohesion in a group can be affected by the choice of place, time and duration of meetings. With this in mind, the theory was developed that the atmosphere in which meetings are held might affect the effectiveness of the coordinating councils. The respondents were requested to indicate on a four-point continuum the degree that their council meetings are held in an atmosphere where their thoughts are stimulated and that is conducive to effective deliberations.

An examination of the data reveals that the responses of the most effective and least effective councils were very similar. A mean score of 3.7 (Always) and a standard deviation of .45 were computed for the most effective councils. For the least effective councils, the mean score was computed to be 3.5 (Always) and a standard deviation of .65. Chi-squares for the two groups indicate that the responses among the groups were not significantly different. For the most effective councils, a chi-square was computed to be .56 (significant above the .05 level) and 2.3 (significant above the .05 level) for the least effective councils.

Table 18 shows how the administrators from the most effective and least effective councils responded to this item. An analysis of Table 18 shows that all 71 of the most effective council members checked that their

council meetings are "Always" or "Usually" held in an atmosphere conducive to effective deliberations. For the least effective councils, one respondent checked the "Never" category, and two checked "Seldom" for a total of 5%. The remaining 95% checked the "Usually" or "Always" categories. The findings of this study are in contradiction to the theory expressed in the literature that the atmosphere in which meetings are held might significantly affect the effectiveness of the committee. As a result of the data collected in this study, it was concluded that

Table 18

The Degree that Council Meetings Are
Held in an Atmosphere Conducive to Effective
Deliberations by Most and Least Effective Councils^a

Type	Never	Seldom	Usually	Always	Totals
Most Effective	-	-	20 (15.0)	51 (38.3)	71 (53.4)
Least Effective	1 (.8)	2 (1.5)	23 (17.3)	36 (27.1)	62 (46.6)
Column Totals	1 (.8)	2 (1.5)	43 (32.3)	87 (65.3)	133 (100.0)

Note. Chi-square 5.2 (significant above the .05 level)
3 df.

^aNumber in parentheses indicate percents.

there was no association between meetings being held in an atmosphere conducive to effective deliberations and the rated effectiveness of the council.

Item 16: The coordinating council uses subcommittees where appropriate. Some authors expressed the notion that larger committees seem to be more a collection of subgroups than a truly integrated operating unit. They believed that the problem of large committee size is overcome by the use of subcommittees and closed executive sessions. With this in mind, the assumption was made that coordinating councils might improve their effectiveness by creating subcommittees.

A mean score of 3.0 and a standard deviation of .81 reveals that the administrators in the most effective councils perceive that their councils "Usually" make appropriate use of subcommittees. Further analysis of these data revealed that there was no significant difference in the responses among the most effective councils. A chi-square was computed to be 4.3 (significant above the .05 level). For the least effective councils, a chi-square was computed to be 1.9 (significant above the .05 level). Though there was homogeneity among the responses of the most effective and least effective councils, a mean score of 2.1 with a standard deviation of .67 indicates that the least effective councils did not make appropriate use of subcommittees as much as the most effective councils.

Table 19 shows that the data collected in this study support the theory espoused by A. C. Filley and others that the use of subcommittees might improve the effectiveness of committees. As a reminder, it was stated at the beginning of this chapter that it is improper to make cause and effect statements between these variables and the effectiveness of the councils. An examination of Table 19 reveals the association between this variable and the most and least effective councils.

Table 19

A Distribution of the Degree that Most
and Least Effective Councils Use Subcommittees^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	4 (3.0)	15 (11.3)	36 (27.1)	16 (12.0)	71 (53.4)
Least Effective	5 (3.8)	49 (36.8)	3 (2.3)	5 (3.8)	62 (46.6)
Column Totals	9	64	39	21	133

Note. Chi-square 51.9 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Some respondents indicated that the size of their council prohibits the use of subcommittees, while others had little reluctance in suggesting a cause and effect relationship between the use of subcommittees and the effectiveness of the councils. In Item 40, one respondent stated:

Two key factors in making coordinating councils more effective are the use of subcommittees and regular scheduled meetings.

Another responded remarked,

The reason our council is effective is because our council forms small subcommittees to develop recommendations in specific discipline or program areas. These subcommittees report to the council which then takes its action.

A more inclusive list of recommendations was provided by yet another administrator. He purported:

the use of a prepared agenda, open, honest deliberations among participants, regularly established meetings and effective use of subcommittees.

Item 17: Adequate follow-up is performed to ascertain the extent that decisions made by coordinating councils are implemented. Throughout their writings on committee processes, L. A. Allen, H. L. Ashmore and others frequently suggested that a dysfunctioning affect is associated with committees if their recommendations are not considered when action is taken on a task which it was established to study. They also suggest that those committees that have the authority to implement its decisions should also do follow-up to assure that their decisions

are carried out. Based on these data, the assumption was made that the use of follow-up studies might improve the effectiveness of the coordinating councils.

Coordinating councils, as was stated in Chapter III, do not have the authority to implement their decisions. These councils make recommendations to the county school board(s) and the community college board of trustees.

Because of the functions of these councils, the data collected by this variable were quite surprising. Even for those councils rated as most effective, the mean score was 2.9 (which only approximates a "Usually" response) with a standard deviation of .67. For the least effective councils, the mean score was computed to be 2.1 (Seldom) and a standard deviation of .63. An analysis of the data among the most and least effective councils, the secondary school administrators rated the councils' use of this variable higher than did the postsecondary school administrators.

A chi-square statistical analysis was used to test the homogeneity of the responses between the postsecondary and secondary school administrators. For the most effective councils the chi-square was computed to be 3.9 (significant above the .05 level) and 1.5 (significant above the .05 level) for the least effective councils.

Table 20 shows the association between the responses to this variable and the most effective and least effective

councils. These data show that there was a significant difference in the response between the most effective and least effective councils. A casual observation of Table 20 will show that generally the most effective council members responded "Usually" to this variable, whereas their counterparts in the least effective councils responded in the "Seldom" category.

Table 20

The Degree that Follow-up is Performed
by the Most and Least Effective Councils^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	3 (2.3)	9 (6.8)	48 (36.1)	11 (8.3)	71 (53.4)
Least Effective	5 (3.8)	45 (33.8)	9 (6.8)	3 (2.3)	62 (46.6)
Column Totals	8 (6.0)	54 (40.6)	57 (42.9)	14 (10.5)	133 (100.0)

Note. Chi-square 55.4 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

In spite of the fact that several respondents suggested in Item 40 that follow-up improves the effectiveness of the councils, the overall response rate was not as high

as anticipated. In an attempt to develop a rationale for the "low" use of follow-up by councils, the following implication is made. The State Board of Education Regulations stipulate that the president of a community college and the superintendent(s) of the county schools serve on the coordinating councils—since these individuals are also officers on their respective boards, this association might minimize the need for formal follow-up by the councils.

Item 18: The coordinating council undertakes responsibilities that could be performed better by an individual. H. T. James advocates that administrators should be familiar with at least nine legitimate reasons to create a committee. One of his classifications is "depersonalization." James suggests here that in some instances it is best to delegate a decision to a committee so that the negative effects of an unpopular decision are discharged to a faceless corporate body. There are other authors, e.g., L. A. Allen and M. P. Follett, who suggest that committees are used improperly if assigned duties that an individual in a regular established position can adequately carry out.

The intent of this variable was to test the theory of Allen and Follett that duties assigned to a committee that could be better performed by an individual would have a dysfunctioning affect on that committee's effectiveness.

An examination of the data among the most effective councils revealed that there were no significant differences between the responses of the postsecondary and secondary school administrators. A chi-square was computed to be 2.9 (significant above the .05 level). The mean score was computed to be 1.7 (Seldom) with a standard deviation of .54. For the least effective councils, the mean score was 2.7 (Usually) with a standard deviation of .74. A chi-square for these councils was computed to be 1.9 (significant above the .05 level).

Since there were no significant differences among the responses of the most effective and least effective councils cross-tabulations were conducted to determine if an association existed between the extent that members perceive that they (as a committee) undertake responsibilities that could be better performed by an individual and the effectiveness of the council. The data in Table 21 show the responses for the most effective and least effective council members. A chi-square was computed to be 64 (not significant at the .05 level). These data support the theory presented in the literature that the use of a committee for a task that might better be performed by an individual might have a dysfunctioning effect.

Item 19: The coordinating council evaluates itself in terms of its goals. It was advocated in the literature that committees should be constantly evaluated in terms of

Table 21

The Extent that Most and Least
Effective Councils Undertake Tasks that
Could Better be Performed by an Individual^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	20 (15.0)	47 (35.3)	4 (3.0)	-	71 (53.4)
Least Effective	6 (4.5)	11 (8.3)	41 (30.8)	4 (3.0)	62 (46.6)
Column Totals	26 (19.5)	58 (43.6)	45 (33.8)	4 (3.0)	133 (100.0)

Note. Chi-square 64.0 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

the purpose for which it was established. Thus, the intent of this item was to determine the degree that coordinating councils are evaluated in terms of their goals.

An examination of the data collected revealed that there was very little difference in the responses to this variable. Perhaps one of the best indicators of the similarity of responses is revealed in the mean scores. For the most effective councils, a mean of 2.6 with a standard deviation of .71 was computed, and for

the least effective councils the mean was computed to be 2.3 with a standard deviation of 184. The chi-squares computed for the most effective and least effective councils were significant above the .05 level.

The relationships already demonstrated by the analysis of the data between the postsecondary and secondary school administrators seem to be reflected in the analysis of the data between the most effective and least effective councils. Table 22 shows that there were no significant

Table 22

The Degree that Most and Least Effective Councils Evaluate Themselves in Terms of Their Goals^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	7 (5.3)	18 (13.5)	44 (33.1)	2 (1.5)	71 (53.4)
Least Effective	13 (9.8)	20 (15.0)	27 (20.3)	2 (1.5)	62 (46.6)
Column Totals	20 (15.0)	38 (28.6)	71 (53.4)	4 (3.0)	133 (100.0)

Note. Chi-square 5.3 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

differences in the responses between the most effective and least effective councils. Based on these data, it was concluded that the effectiveness of the council did not affect the members' responses to this variable.

Item 20: Is the effectiveness of the coordinating council diminished because its goals are duplicated by other committees, boards, etc.? As a result of the ideas expressed in the literature, it was speculated that duplication of responsibilities between committees would tend to cause them to be nonfunctioning. However, due to the feedback received from the members of the panel of experts, it was discovered that a majority of them felt that there may exist another committee in a district whose major responsibility is that of coordinating vocational education and it will not adversely affect the coordinating councils. Thus, the data collected by this variable was to determine if there was an association between the rating of the councils and how much these members perceive the effectiveness of their council to be diminished because its goals are duplicated by other committees.

The respondents were asked to respond by checking a category on the continuum of "yes," "no," or "don't know." To determine a mean score, a numerical value of one to three was assigned to the categories, beginning with "yes" and ending with "don't know." A mean of 2.1 (no) and a standard deviation of .53 were computed for the most

effective councils. For the least effective councils, the responses were very similar, with a mean of 2.2 (no) and a standard deviation of .61. There was no significant difference in the response among the most effective and least effective councils. However, it was observed that more postsecondary administrators tended to check the "don't know" category than the secondary school administrators.

Table 23 reveals the similarity of the responses between the most effective and least effective councils. A chi-square was computed to be 2.4 (significant above the .05 level). Based on these data in Table 23, it was concluded that no association exists between the effectiveness of the councils and their members' response to the variable.

Two possible implications seem reasonable as a result of these data: (1) either the goals of the coordinating council are not duplicated by another committee, or (2) the goals of the coordinating councils are duplicated by other committees, but do not diminish the council's effectiveness. If the latter was interpreted by the respondents for this item, two possible reasons could be stated for their responses:

1. In an attempt to involve more community resources (individual and institutional) some coordinating councils have established a special permanent committee to assist in

Table 23

A Profile of the Degree that the Effectiveness
of Coordinating Councils Are Diminished Because Their
Goals Are Duplicated by Other Committees^a

Type	Yes	No	Don't Know	Total
Most Effective	6 (4.5)	50 (37.6)	15 (11.3)	71 (53.4)
Least Effective	6 (4.5)	36 (27.1)	20 (15.0)	62 (46.6)
Column Totals	12 (9.0)	86 (64.7)	35 (26.3)	133 (100.0)

Note. Chi-square 2.4 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

coordinating vocational education, adult education, and community instructional services program(s).

2. Almost every community college and school board has established advisory committees for vocational education, adult education, and community instructional services program(s). Although these committees are specifically established to give advice on the programs coordinated by the councils, those council members

participating in this study did not perceive the role of the advisory committees as diminishing to the effectiveness of the council.

Item 21: Does your coordinating council have a secretary or some other designated individual to whom questions or comments can be referred at all times? Respondents were requested to respond on a continuum of "yes," "no" or "don't know." It was assumed that there would be a difference in the responses to this item between the most effective and least effective councils.

There were no significant differences in the responses to this item among the most effective and least effective councils. A mean of 1.3 (yes) and a standard deviation of .52 were computed for the most effective councils. For the least effective councils, a mean of 1.3 (yes) was computed. The standard deviation was computed to be .54. These statistics probably best reveal the similarity of responses between these two groups of councils. Chi-squares of 1.5 (significant above the .05 level), and 4.7 (significant above the .05 level) were computed for the most effective and least effective councils respectively.

Based on the data in Table 24, a chi-square of .02 (significant above the .05 level) reveals that there were no significant differences between the responses of the most effective and least effective councils.

Table 24

Is a Designated Person Available to Whom
Questions or Comments Can be Directed at all Times?^a

Type	Yes	No	Don't Know	Total
Most Effective	51 (38.3)	18 (13.5)	2 (1.5)	71 (53.4)
Least Effective	44 (33.1)	16 (12.0)	2 (1.5)	62 (46.6)
Column Totals	95 (71.4)	34 (25.6)	4 (3.0)	133 (100.0)

Note. Chi-square .02 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

These findings do not support the theory expressed in the literature. Although over 71% of the respondents indicated that their council had a secretary to whom questions or comments can be referred at all times, over 50% of the respondents specifically indicated that the person available is the secretary to the administrator that serves as chairperson of the council.

Item 22: What is your opinion about the frequency of your coordinating council meetings? Respondents were provided a continuum of "Too Frequent," "About Right," and "Not Enough." In regards to the frequency of meetings,

the thrust of most of the literature dealt with the dysfunctioning affect that meeting too frequently would have on a committee. In this study, it was assumed that those councils meeting too frequently would be less effective than those that do not meet frequently.

An examination of the responses among the most effective councils revealed that 98% of the 43 postsecondary administrators responded in the "About Right" category. The remaining 2% responded in the "Not Enough" category. For the secondary school administrators, 86% responded in the "Not Enough" category. No member of the most effective councils indicated that the council met too frequently. The mean response was computed to be 2.1 (About Right) with a standard deviation of .26. A chi-square was computed to be 2.1 (significant above the .05 level).

An examination of the data for the least effective councils revealed that only 56% of the postsecondary administrators responded in the "About Right" category. The remaining 44% responded in the "Not Enough" category. For the secondary school administrators, 3% checked "Too Frequent," 54% checked "About Right," and the remaining 43% checked "Not Enough." A test of homogeneity revealed that the differences in the responses were not significant at the .05 level. A mean score was computed to be 2.4.

Since there were no significant differences among the councils, the next question concerned the commonalities

and/or differences between the most effective and least effective councils. Thus, did the effectiveness of the councils affect the responses to this item? Table 25 shows the results of the data collected. This table shows that an obvious difference in the responses between the most effective and least effective councils occurred in the "About Right" and the "Not Enough" categories. It was expected that the difference would be identified between the "Too Frequent" and the "About Right" categories. A chi-square was computed to be 25.9 (not significant at the .05 level). The theory expressed in the literature that meeting frequency affects the effectiveness of a committee was supported by these data.

Table 25

A Perception of the Frequency of
the Most and Least Effective Councils^a

Type	Too Frequent	About Right	Not Enough	Total
Most Effective	-	66 (49.6)	5 (3.8)	71 (53.4)
Least Effective	1 (.8)	34 (25.6)	27 (20.3)	62 (46.6)
Column Totals	1 (.8)	100 (75.2)	32 (24.1)	133 (100.0)

Note. Chi-square 25.9 (not significant at the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

Behavior and Qualifications of Committee Members

The content of this section contains six questions which address themselves to processes related to behavior and qualifications of coordinating council members.

Item 23: Our coordinating council includes members in addition to those stipulated in the State Board of Education Regulations. The State Board of Education Regulations (Section 6A-8.57) mandate that the council's membership includes the community college president, superintendent(s), and dean or directors of vocational education, adult general education and community instructional services programs in each community college district. Most council members felt that individuals from other institutions and agencies in the district should be included on the council in order that its coordinating efforts may be maximized. It was speculated then that effective councils would seek out these individuals to make them permanent members.

The intent of this item was to determine what commonalities and/or differences exist between the most effective and least effective councils with respect to adding members to their councils. The respondents were requested to indicate if their council included additional members by checking the most appropriate space on the continuum of "Yes," "No," and "Don't Know."

An analysis of the data for the most effective councils revealed that a majority of the postsecondary and secondary, 56% and 68%, respectively, checked the "Yes" category. The other 44% of the postsecondary administrators' responses were almost equally divided between the "No" and "Don't Know" categories. For the remaining secondary school administrators, 25% checked "No" and 7% checked the "Don't Know" categories. A mean score was computed to be 1.5 with a standard deviation of .78. There were no significant differences in the responses among the most effective councils.

An examination of the data for the least effective councils revealed that a majority of the postsecondary and secondary school administrators, 84% and 57%, respectively, responded "Yes" to this item. For the remaining 16% of the postsecondary administrators, 12% checked "No" and 4% checked "Don't Know." For the remaining 43% of the secondary school administrators, 19% checked "No" and 24% checked "Don't know." Further analyses of these data produced a mean score of 1.5 and a standard deviation of .76. There were no significant differences in the responses among the least effective councils.

Since there were no significant differences in the responses among the councils, the postsecondary and secondary school administrators' responses were combined to determine what commonalities and/or differences occurred

between the most effective and least effective councils. Table 26 shows the results of the data collected. An examination of Table 26 shows that a majority of the administrators in the most and least effective councils did indicate that their council included members in addition to those stipulated in the state regulations. It was concluded that the inclusion of these members was not associated with the effectiveness of the councils.

Table 26

The Degree that the Most and Least
Effective Council's Membership Include Members
Other than Those Stipulated in the State Regulations^a

Type	Yes	No	Don't Know	Total
Most Effective ^b	42 (32.1)	15 (11.5)	12 (9.2)	69 (52.7)
Least Effective	42 (32.1)	10 (7.6)	10 (7.5)	62 (47.3)
Column Totals	84 (64.1)	25 (19.1)	22 (16.8)	131 (100.0)

Note. Chi-square .81 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

^bTwo responses are omitted from the Most Effective group.

Item 24: The process which best describes how members are selected to serve on the coordinating council. With respect to the selection of committee members, the theoretical assumption almost always expressed was that committee members should be selected on the basis of individual qualifications, interest in the goals of the committee, and amount they can contribute to the specified objectives of the committee. These authors suggested that committee members selected merely because of their position in the organizational structure might have an adverse affect on committee effectiveness. The intent of this variable was to determine methods used for the selection of all coordinating members. Members responded on a continuum of "Position Occupied," "Popular Vote," and "Other."

The coordinating council members were almost unanimous in their responses that the council members are selected because of their "Position Occupied." The mean scores are perhaps one obvious indication of their agreement. A mean score of 1.0 (Position Occupied) and a standard deviation of .24 was computed for the most effective councils. For the least effective councils, the mean score was computed to be 1.1 with a standard deviation of .43. For the most effective councils, a chi-square was computed to be .04 (significant above the .05 level), and .12 (significant above the .05 level) for the least effective councils.

Table 27 shows the results of the data collected. A quick glance at this table shows that the association between the responses for this variable and the most effective and least effective councils are not significantly different. An overwhelming majority of both groups, 99% for the most effective and 95% for the least effective councils, checked that members are selected because of the position that they occupy. Using these data a chi-square of .40 (significant above the .05 level) was computed.

Table 27

A Profile of the Process for Selecting
the Most and Least Effective Council Members^a

Type	Position Occupied	Popular Vote	Other	Total
Most Effective ^b	69 (52.3)	1 (.8)	-	70 (53.0)
Least Effective	59 (44.7)	3 (2.3)	-	62 (47.0)
Column Totals	128 (97.0)	4 (3.0)	-	132 (100.0)

Note. Corrected Chi-square 40 (significant above the .05 level)

^aNumbers in parentheses indicate percents.

^bOne response is omitted from the Most Effective Group.

At the outset of this study, it was hoped that some correlation could be determined between how members are selected, e.g. appointment or selection, and the effectiveness of the council. This objective was prohibited since almost all members are appointed. The authors of small group theory suggest that members be placed on committees because of their ability to contribute and their interest in the goals of the committee. These authors suggest that individuals should not be placed on a committee merely because of their position. However, bearing in mind the educational attainment and positions occupied in the organizational structure of their respective institutions, it is difficult to determine if selecting council members because of their administrative position has had a dysfunctioning affect on the coordinating councils. It would appear that vested interest and appropriate qualifications should have been a prerequisite for council members to be placed in their administrative positions in the organizational structure.

Item 25: Coordinating council members attend meetings regularly. Respondents were requested to respond to the degree that members of his council attend meetings regularly by checking "Never," "Seldom," "Usually," and "Always" on the continuum provided. The data collected will be analyzed to test the theory that regular attendance of members might increase committee effectiveness.

A chi-square of .07 (significant above the .05 level) reveals that there were no significant differences between the responses of the postsecondary and secondary school administrators for the most effective councils. A majority, 91% and 86% of the postsecondary and secondary school administrators, respectively, checked the "Usually" category. Further analysis of the data produced a mean of 3.1 with a standard deviation of .32.

A chi-square of 2.0 (significant above the .05 level) was computed for the least effective councils. As was true with the most effective councils, a majority of the council members checked the "Usually" category. For the postsecondary administrators, 88% responded "Always," and for the secondary school administrators, 81% responded in the "Always" category.

Because there were no significant differences in the responses between the postsecondary and secondary school administrators, an analysis was possible to determine if there was a significant difference in the responses between the most effective and least effective councils. Table 28 shows the association of responses between the two groups. An examination of Table 28 shows that there were no significant differences in the responses between the two groups. Based on these data, it was concluded that there was no significant association between this variable and the rating of the councils.

Table 28

The Degree that Most and Least Effective
Council Members Attend Meetings Regularly^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	-	63 (47.4)	8 (6.0)	71 (53.4)
Least Effective	2 (1.5)	4 (3.0)	52 (39.1)	4 (3.0)	62 (46.6)
Column Totals	2 (1.5)	4 (3.0)	115 (86.5)	12 (9.0)	133 (100.0)

Note. Chi-square 7.8 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Item 26: Coordinating council members are cooperative in achieving the goals of the council. A theory frequently referenced in the literature of small group theory addresses itself to the affects of cooperative vs. competitive members. A prevailing notion is that small groups with cooperative members are motivated to work toward group goals. Group goals should depend on inter-dependent activity on the part of members. On the other hand, in a competitive organization an individual's rewards

depend upon his own achievements which are usually maximized at the expense of other group members.

It follows from these notions that persons who have adopted interdependent goals are likely to promote interdependent locomotions in the direction of those goals; that is, each person in a cooperative group can achieve his goals only if the other persons in the group achieve theirs. With this in mind, the intent of this item was to determine the degree of cooperation that exists in the most effective and least effective councils.

An examination of the data for the most effective councils reveals that there were no significant differences in the responses between the postsecondary and secondary school administrators. A majority, 41 of 43, of the postsecondary administrators responded in the "Usually" or the "Always" categories. For the secondary school administrators, 22 members checked "Usually," and six checked "Always," for a total of 100%. Further analysis produced a mean of 3.3 (Usually) and a Standard Deviation of .58. Table 29 shows a summary of the results for these councils.

An analysis of the data shows that the least effective councils did not experience the same degree of cooperation as did their counterparts in the most effective councils. A mean score was computed to be 2.1 (Seldom) and a standard deviation of .73. Table 30 shows the disparity in the responses for the least effective councils. There

Table 29

The Degree that Most Effective Council Members
Are Cooperative in Achieving the Goals of the Council^a

Type	Never	Seldom	Usually	Always	Total
Post Secondary	-	2 (2.8)	24 (33.8)	17 23.9)	43 (60.6)
Secondary	-	-	22 (31.0)	6 (8.5)	28 (39.4)
Column Totals	-	2 (2.8)	46 (64.8)	23 (32.4)	71 (100.0)

Note. Chi-square 4.4 (significant above the .05 level)

^aNumbers in parentheses indicate percents.

was no consistency in the responses between the post-secondary and secondary school administrators. A chi-square was computed to be 8.9 (not significant at the .05 level). Because of the "low" similarity of responses among the least effective councils, no attempt was made to determine if any association existed between this variable and the rated effectiveness of the councils.

In spite of the fact that a lack of homogeneity of responses among the least effective councils prohibited the application of a test of homogeneity between the most

Table 30

The Degree that Least Effective
Councils Members Are Cooperative
in Achieving the Goals of the Council^a

Type	Never	Seldom	Usually	Always	Total
Post Secondary	-	17 (27.4)	6 (9.2)	2 (3.2)	35 (40.3)
Secondary	10 (16.1)	21 (33.9)	5 (8.1)	1 (1.6)	37 (59.7)
Column Totals	10 (16.1)	38 (61.3)	11 (17.7)	3 (4.8)	62 (100.0)

Note. Chi-square 8.9 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

effective and least effective councils, several respondents expressed the value of a cooperative attitude among council members. One respondent replied:

I believe we have a harmonious professional group of intelligent people who wish to serve the educational interest of all members of the community and who do not believe that one group or the other should be the sole agent for this goal.

Another wrote,

Close articulation between the school system and the community college has resulted in an acceleration mechanism to enable students to advance up the "career ladder" with little loss of time or repetition of skills and cognitive materials.

Item 27: Members possess the expertise necessary to carry out the functions of the coordinating council. J. C. Fauber, G. O. Doughman and G. Laue are a few of the writers of small group theory who expressed the notion that committees cannot function effectively unless their members possess the required expertise to carry out their adopted objectives. With this in mind, it was assumed that the rating of the councils would affect the members' responses to this variable.

An examination of the responses for the most effective councils revealed that 18 of the 43 postsecondary administrators checked "Always," and 24 checked "Usually" for a total of 98%. For the secondary school administrators, 54% checked "Always," while the remaining 46% checked the "Usually" category. A chi-square was computed to be 1.4 (significantly above the .05 level). Using these data a mean was computed to be 3.5 (Always) with a standard deviation of .53.

For the least effective councils, 32% of the postsecondary administrators checked "Always," while the remaining 68% checked the "Usually" category. For the secondary school administrators, only 21% responded that the members "Always" have the expertise necessary to carry out the goals of the council, while 73% responded in the "Usually" category. A chi-square was computed to be 2.0 (significant above the .05 level). The mean of these

responses was computed to be 3.2 (Usually) with a standard deviation of .49.

Since the postsecondary and secondary school administrators responded to this variable consistently, the next step was to determine what commonalities and/or differences occurred between the responses to this variable and the most effective and least effective councils. Table 31 shows a summary of the data collected. An examination of these data reveals that the responses to this item between the most effective and least effective councils were significantly different. It was concluded that there was

Table 31

The Degree that Most and Least Effective
Council Members Possess the Expertise
Needed to Carry Out the Functions of the Council^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	1 (.8)	37 (27.8)	33 (24.8)	71 (53.4)
Least Effective	-	2 (1.5)	44 (33.1)	16 (12.0)	62 (46.6)
Column Totals	-	3 (2.3)	81 (60.9)	49 (36.8)	133 (100.0)

Note. Chi-square 6.3 (not significant above the .05 level) 2 df.

^aNumber in parentheses indicate percents.

an association between the effectiveness of the councils and the expertise of its members. This finding was supported in a response advocating ways to improve the coordinating council's effectiveness. "An important contributor for creating committee effectiveness," says one respondent, "is to have competent professional membership."

Item 28: Activities and/or responsibilities of the coordinating council are spread among its members. It was constantly expressed in the literature that unless a member is involved in the decision making and activities of the committee, his interest in the group's objectives is likely to be weakened. The intent of this item was to determine if the activities of the coordinating council are spread among its members. Respondents were requested to respond on a continuum of "Never," "Seldom," "Usually," and "Always."

After assigning a numerical value of one to four to the categories on the continuum, a statistical analysis using the frequencies of the most effective councils produced a mean of 3.2 (Usually) and a standard deviation of .56. Both levels of administrators felt that all members are used in carrying out the activities of the council. Seven postsecondary administrators checked "Always," and 34 checked "Usually" for a total of 95%. For the secondary school administrators, 28 checked "Always," and 15 checked "Usually" for a total of 97%.

The members of the least effective councils did not rate the participation of all members in the activities of the council as high as their counterparts in the most effective councils. A mean of 2.1 (Seldom) and a standard deviation of .55 was computed using the frequencies of the least effective council members. The secondary school administrators rated the opportunity for all members to participate in the activities lower than the postsecondary administrators. Of the 37 secondary school administrators, one checked "Always," and four checked "Usually" for a total of 13%. For the other 87%, 29 checked "Seldom" and three checked the "Never" category. For the postsecondary administrators, one checked "Always," five checked "Usually," and the remaining 19 checked the "Seldom" category.

A chi-square of 6.9 (significant above the .05 level), for the most effective councils and 3.0 (significant above the .05 level) was computed for the least effective councils. Even a cursory examination of the data in Table 32 shows that there is a significant difference between the responses of the most effective and least effective councils. These data support the notion expressed in the literature that there is an association between participation in the activities of committees by all members and the ratings of committees.

Table 32

The Degree that All Members Participate in the Activities of the Most and Least Effective Councils^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	1 (.8)	2 (1.5)	49 (36.8)	19 (14.3)	71 (53.4)
Least Effective	3 (2.3)	48 (36.1)	9 (6.8)	2 (1.5)	62 (46.6)
Column Totals	4 (3.0)	50 (37.6)	58 (43.6)	21 (15.8)	133 (100.0)

Note. Chi-square 84.4 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

As a result of data analysis, it was concluded that the most effective councils distributed tasks among their members to a greater extent than the least effective councils. According to some authors, the distribution of tasks among members encourages role differentiation and division of labor.

Behavior and Qualifications of the Chairperson

The content of this section contains 11 questions which address themselves to processes related to behavior and qualifications of the chairperson.

Item 29: The chairperson of the coordinating council is elected by the council members or some other procedure. Primarily there are at least three procedures by which chairpersons may be selected. Perhaps the more popular methods are: election, or via a nomination committee. In some instances, however, the chairperson is appointed from outside the group. The relative merits of each of these procedures are singularly explored in the literature on committees. The common assumption seems to be that the chairman is normally elected by the members-at-large. It was expected that the appointment of a chairperson by an outside source would inhibit the internal cohesiveness of the committee. Conversely, in those instances where the chairperson is elected from within, it was predicted that the internal efficiency would improve cohesiveness, thereby increasing the effectiveness of the committee.

A chi-square of 1.4 (significant above the .05 level) suggests that there were no significant differences in the responses among the most effective councils. A majority of the postsecondary school administrators, 88% and 86%, respectively, checked the "Elected by Council Members" category on the continuum. The mean score for the most effective council members was 1.2 with a standard deviation of .58.

For the least effective councils, a chi-square was computed to be .22 (significant above the .05 level). For

the postsecondary administrators, 64% responded in the "Elected by Council Members" category, while the remaining 36% responded in the "Other" category. For the secondary school administrators, 73% checked "Elected by Council Member," while the remaining 27% checked "Other." The mean response for the least effective group was 1.3 with a standard deviation of .47.

Based on these data, was there a significant difference in the selection process of the chairperson for the most effective and least effective councils? Table 33 answers this question. A chi-square of 7.8 (not significant at the .05 level) suggests that the disparity that exists in Table 33 is significantly different. The low significance level suggests that there is an association between the selection procedures of the chairperson and the effectiveness of the council.

The following are some of the "Other" responses identified by the respondents:

No designated chairman, president of the community college and superintendent of the board of public instruction have been designated as cochairmen.

Chairman rotate yearly between the president and the superintendent.

. . . don't have an officially designated chairman.

Item 30: The council members were asked to indicate the term of office of the chairperson. Several authors recommended that the tenure of a chairperson be

Table 33

Election Process of the Chairperson
in the Most and Least Effective Councils^a

Type	Elected by Council Members	Other	Total
Most Effective	62 (45.6)	9 (6.8)	71 (53.4)
Least Effective	43 (32.3)	19 (14.3)	62 (46.6)
Column Totals	105 (76.9)	28 (21.1)	133 (100.0)

Note. Chi-square 7.8 (not significant at the .05 level)
2 df.

^aNumber in parentheses indicate percents.

limited to two years. It was the contention of these writers that a chairperson would rely increasingly less on the committee as he/she remained in office—a practice that could contribute to member dissatisfaction with the manner in which the committee is used. With this in mind, the theory was adopted that committee effectiveness might affect the responses to this variable.

An analysis of the frequencies for the most effective councils produced a mean of 1.0 (1 year) and a standard deviation of .69. An examination of the responses between the postsecondary and secondary school administrators

revealed that there were no significant differences in their responses. As reflected in the mean score, a majority of the postsecondary and secondary administrators, 88% and 86%, respectively, responded in the "1 year" category.

There was more disparity in the responses among the least effective councils. An examination of these data show that with respect to the 25 postsecondary administrators, 15 checked the "1 year" category, one checked the "2 years" category and nine checked the "Other" category. For the 36 secondary school administrators, 25 checked "1 year," two checked "2 years" and the other nine responded in the "Other" category. A chi-square was computed to be .87 (significant above the .05 level).

Because of the close similarity of responses between the postsecondary and secondary school administrators for the most and least effective councils, the two levels were combined to test what commonalities and/or differences in responses occurred between the most and least effective councils. Table 34 shows the profile of responses for this variable. It seems likely, on the basis of these frequencies, that a significant difference in the responses between the two groups might exist. A chi-square of 14.7 (not significant at the .05 level) confirms this speculation. It was concluded that the chairperson's tenure was associated with the effective councils.

The following are some of the "Other" responses identified by the respondents: (1) chairperson's tenure not specified, (2) indefinite, (3) don't know, (4) until changed, and (5) ongoing.

Table 34
Tenure Period for the Most and
Least Effective Council's Chairperson^a

Type	1 year	2 years	Other	Total
Most Effective	62 (47.0)	5 (3.8)	4 (3.0)	71 (53.8)
Least Effective	40 (30.3)	3 (2.3)	18 (13.6)	61 (46.2)
Column Total	102 (75.8)	8 (6.1)	22 (16.7)	133 (100.0)

Note. Chi-square 14.7 (not significant at the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

Item 31: The chairperson of the coordinating council has adequate clerical and staff assistance. L. Allen and A. Tsaklanganos expressed the notion that the chairperson of a committee might be a more effective leader if he has adequate clerical and staff assistance. Respondents were requested to indicate on a continuum of

"Don't Know," "Never," "Seldom," "Usually," and "Always" the degree that their council's chairperson had access to adequate clerical and staff assistance. It was assumed that a lack of clerical and staff assistance might have a dysfunctioning affect on the coordinating councils.

The frequencies for the most effective council members were analyzed to determine what commonalities and/or differences occurred among them. The mean score was computed to be 3.4 (Usually) with a standard deviation of .79. A chi-square for these councils was computed to be 4.0 (significant above the .05 level). The mean score for the least effective councils was computed to be 3.2 (Usually) with a standard deviation of .86. An analysis of the data for the least effective councils revealed that more variability occurred among these councils than with the most effective councils. However, a chi-square of .57 (significant above the .05 level) suggests that there were no significant differences in the responses among the postsecondary and secondary school administrators.

Table 35 shows the extent that the chairperson of the most effective and least effective councils have adequate clerical and staff assistance. The frequencies in Table 35 show that the chairperson of the most effective and least effective councils have adequate clerical and staff assistance. The 5.1 chi-square with the

significant difference level above .05 suggests that there is no association between adequate clerical and staff assistance and the effectiveness of the coordinating councils.

Table 35

A Profile of the Degree that the
Chairperson of the Most and Least Effective
Councils Have Adequate Clerical and Staff Assistance^{a,b}

Type	Never	Seldom	Usually	Always	Total
Most Effective	3 (2.4)	4 (3.1)	25 (19.7)	38 (29.9)	70 (55.1)
Least Effective	5 (3.9)	2 (1.6)	29 (22.8)	21 (16.5)	57 (44.9)
Column Totals	8 (6.3)	6 (4.7)	54 (42.5)	59 (46.5)	127 (100.0)

Note. Chi-square 5.1 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

^bSix responses are missing.

Item 32: The chairperson of the coordinating council is forceful and directive. A highly stressed notion expressed throughout the literature on small group theory was the role of the leader and its importance for the operation of an effective committee. Data from past research imply that the committee should not be dominated by the

chairperson, however he/she should have leadership control. Keeping in mind that leadership control is not synonymous with an autocratic leadership style, it was theorized that the best committee results are achieved when a forceful, directive chairperson leads the group. Respondents were asked to indicate on a continuum the degree that their coordinating council chairperson is forceful and directive.

An analysis of the data for the most effective councils produced a mean score of 3.1 (Usually) and a standard deviation of .66. The responses between the postsecondary school administrators were not statistically different. More than 80% of the post secondary and 85% of the secondary school administrators checked the "Always" or the "Usually" categories. Using the frequencies for this group, a chi-square was computed to be 1.8 (significant above the .05 level).

An analysis of the data shows that the least effective council members did not perceive their chairperson to be as forceful and directive as did their counterparts in the most effective councils. A mean score was computed to be 2.2 (Seldom) with a standard deviation of .69. However, there were no significant differences in the responses between the postsecondary and secondary school administrators. A chi-square was computed to be 2.2 (significant above the .05 level).

Since there were no significant differences in the responses between the postsecondary and secondary school administrators, their responses were combined to determine if there were significant differences in the responses between the most effective and least effective councils. Table 36 shows the disparity between the two groups. An analysis of the data in Table 36 shows that 65% of the most effective council members checked "Usually," while 66% of the least effective council members checked the "Seldom" category. With the remaining frequencies scattered in the other two categories, the difference in

Table 36

A Profile of the Degree that the
Chairperson of the Most and Least Effective
Councils Are Forceful and Directive^a

Type	Never	Seldom	Usually	Always	Total
Most Effective ^b	2 (1.5)	6 (4.6)	45 (34.4)	16 (12.2)	69 (52.7)
Least Effective	5 (3.8)	41 (31.3)	12 (9.2)	4 (3.1)	62 (47.3)
Column Totals	7 (5.3)	47 (35.9)	57 (43.5)	20 (15.3)	131 (100.0)

³ Note. Chi-square 53.4 (not significant at the .05 level)
df.

^aNumbers in parentheses indicate percents.

^bTwo responses missing.

the responses between the two groups proved to be significantly different. These data support the speculation that the best committee results are achieved when the chairperson is forceful and directive.

Item 33: The chairperson demonstrates an awareness of the objectives of the coordinating council. The notion was expressed in the literature that committees should be rated as effective or ineffective depending on the degree that it accomplishes its objectives. It is the chairperson's responsibility to lead the group members in their efforts to achieve the goals of the committee. With this in mind, it was theorized that the effective councils have chairpersons who are aware of and understand the objectives of the councils.

The postsecondary and secondary school administrators from the most effective councils were consistent in their responses to this item. An analysis of the data reveals that 95% of the postsecondary administrators checked the "Always" or the "Usually" categories, while 96% of the secondary school administrators also checked the "Always" or the "Usually" categories. The mean score was computed to be 3.5 (Always) with a standard deviation of .58.

There were no significant differences in the responses between the postsecondary and secondary school administrators for the least effective councils. An

analysis of these data shows 96% of the postsecondary and 94% of the secondary school administrators checked the "Always" or the "Usually" categories. The mean score was computed to be 3.3 (Usually) with a standard deviation of .57.

Table 37 shows a summary of the data collected by this variable. An analysis of the frequencies in Table 37 shows that because of the similar responses, no statistical differences were found between the most and least effective councils. A chi-square was computed to be 2.1 (significant above the .05 level). Based on these data it was

Table 37

A Profile of the Degree that the
Chairperson of the Most and Least Effective Councils
Demonstrate an Awareness of the Objectives of the Council^{a,b}

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	3 (2.3)	31 (23.5)	37 (28.0)	71 (53.8)
Least Effective	-	3 (2.3)	34 (25.8)	24 (18.2)	61 (46.2)
Column Totals	-	6 (4.5)	65 (49.2)	61 (46.2)	132 (100.0)

Note. Chi-square 2.1 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

^bone missing response.

concluded that no significant association was found to support the theory that a chairperson's awareness of the objectives of the council might be associated with the effectiveness of the councils.

Item 34: The chairperson helps the group reach conclusions. The notion was expressed in the literature that the committee chairman should not plead, advocate, or pass judgment on an opinion being discussed. However, it is his responsibility to help the committee reach conclusions. It was speculated that there would be a statistical difference in the association of this variable and the most effective and least effective councils.

A chi-square of .63 (significant above the .05 level), was computed for the most effective councils. The mean score was computed to be 3.2 (Usually) with a standard deviation of .54. For the least effective councils, a mean score was computed to be 3.1 (Usually) with a standard deviation of .60. There were no significant differences in the responses between the postsecondary and secondary school administrators.

Since there were no significant differences in the responses between the postsecondary and secondary school administrators, their responses were combined to determine if an association occurred between the chairperson helping the group reach conclusions and the effectiveness of the council. Table 38 gives a profile of the responses to this

variable. An examination of the data in Table 38 shows that there were no significant differences in the responses between the most effective and least effective councils. It was concluded that no association was found to support the theory that there would be a correlation between the chairperson helping the group reach conclusions and the rating of the council.

Table 38

A Profile of the Degree that the
Chairperson of the Most and Least Effective
Councils Helps the Group Reach Conclusions^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	4 (3.1)	47 (35.9)	20 (15.3)	71 (54.2)
Least Effective ^b	-	7 (5.3)	37 (28.2)	16 (12.2)	60 (45.8)
Column Totals	-	11 (8.4)	84 (64.1)	36 (27.5)	131 (100.0)

Note. Chi-square 1.5 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents.

^bTwo responses missing.

Item 35: The chairperson helps to coordinate group thinking. The notion was expressed in the literature that the effective chairperson seeks to get each member involved in group discussions and coordinate their thinking so that the best possible group decision could be made. With this mind, it was theorized that there might be a significant difference in the responses between the most and least effective coordinating councils.

The respondents were requested to respond by checking the space provided on the continuum of "Never," "Seldom," "Usually," and "Always." A mean of 2.2 (Usually) with a standard deviation of .52 was computed for the most effective councils. For the least effective councils, the mean score was computed to be 3.1 (Usually) with a standard deviation of .61. Chi-squares of .32 (significant above the .05 level) and 1.8 (significant above the .05 level) were computed for the most effective and least effective councils.

Table 39 shows the responses for the most effective and least effective councils. A chi-square using the data in Table 39 was computed to be 2.1 (significant above the .05 level). The significance level of the relationships suggests that there was no association between the responses to this variable and the effectiveness of the council.

Table 39
A Profile of the Degree that the
Chairperson of the Most and Least Effective
Councils Helps to Coordinate Group Thinking^{a,b}

Type	Never	Seldom	Usually	Always	Total
Most Effective ^b	-	3 (2.3)	47 (35.9)	20 (15.3)	70 (53.4)
Least Effective	1 (.8)	5 (3.8)	40 (30.5)	15 (11.5)	61 (46.6)
Column Totals	1 (.8)	8 (6.1)	87 (66.4)	35 (26.7)	131 (100.0)

Note. Chi-square 2.1 (significant above the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

^bTwo missing.

Item 36: The chairperson of the coordinating council helps the council meetings start on time. The notion was expressed in the literature that an effective chairperson takes it upon himself, as leader of the group, to see that meetings start quickly and on time. It was the intent of this variable to determine if there exists a significant difference in the responses to this variable between the most effective and least effective councils.

The respondents were asked to respond by checking the space provided on the continuum of "Never," "Seldom," "Usually," and "Always." A mean of 3.4 (Usually) with a

standard deviation of .49 was computed for the most effective councils. For the least effective councils, the mean was computed to be 3.2 (Usually) with a standard deviation of .52. There were no significant differences in the responses between the postsecondary and secondary school administrators. For the most effective councils, a chi-square was computed to be 1.5 (significant above the .05 level), while for the least effective councils, a chi-square was computed to be 2.8 (significant above the .05 level).

Based on these data, was there a significant difference between the responses to this variable and the most effective and least effective councils? Table 40 reveals the answer to this question. An analysis of the data presented in Table 40 produced a chi-square of 2.8 (significant above the .05 level). This significance level suggests that no association was present between this variable and the effectiveness of the councils.

Item 37: The chairperson deals with relevant matters and quickly brings the group back onto the track when irregularities threaten to sidetrack the discussion. An examination of the literature indicates that most of the writers of small group theory address the question of the role of the group leader. During their discussion, almost without exception, they express the notion that there is always the danger that the group's discussion will scatter. They also agree that the chairperson, as

Table 40

A Profile of the Degree that the
Chairperson of the Most and Least Effective
Councils Helps the Meetings Start on Time^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	-	43 (32.3)	28 (21.1)	71 (53.4)
Least Effective	-	2 (1.5)	40 (30.1)	20 (15.0)	62 (46.6)
Column Totals	-	2 (1.5)	83 (62.4)	48 (36.1)	133 (100.0)

Note. Chi-square 2.1 (significant above the .05 level)
2 df.

^aNumbers in parentheses indicate percents

agent of the group, should keep discussions irrelevant to the point to a minimum. With these implications in mind, it was theorized that there would be a significant difference in the degree that the chairperson of the most and least effective councils utilize this committee process.

The data were first analyzed to determine if homogeneity of responses occurred between the postsecondary and secondary school administrators. A chi-square of 4.9 (significant above the .05 level), suggests that there were no significant differences in the responses among the most effective councils. All 43 of the postsecondary administrators responded in the "Usually" or the "Always"

categories. For the secondary school administrators, a majority, 25 of the 28, checked the "Usually" or the "Always" categories. The mean scores using these data was computed to be 3.3 (Usually) with a standard deviation of .58.

An examination was also made of the data provided by the least effective council members. The data reveal that there were no significant differences in the responses among these councils. A chi-square was computed to be 1.3 (significant above the .05). As was discovered with the most effective councils, a majority of the administrators responded in the "Usually" or the "Always" categories. A mean score was computed to be 3.1 (Usually) with a standard deviation of .63.

Since there were no significant differences in the responses among the councils, the second step of the analysis involved determining if there were significant differences in the responses between the most and least effective councils. Table 41 shows the association of the responses of the two groups. These data reveal that there were no significant differences in the responses between the two groups. A chi-square was computed to be 3.4 (significant above the .05 level). Based on these data, it was concluded that there was no association between the acts of the chairperson bringing the group back onto the track when irregularities threaten to sidetrack

Table 41

The Degree that the Chairperson of the
Most and Least Effective Councils Minimizes
Irregularities Which Threaten to Sidetrack a Discussion^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	1 (.8)	2 (1.5)	45 (33.8)	23 (17.3)	71 (53.4)
Least Effective	1 (.8)	6 (4.5)	40 (30.1)	15 (11.3)	62 (46.6)
Column Totals	2 (1.5)	8 (6.0)	85 (63.9)	38 (28.6)	133 (100.0)

Note. Chi-square 3.4 (significant above the .05 level)
3 df.

^aNumber in parentheses indicate percents.

discussion and the rating of the councils. For Item 40,
one respondent wrote,

Stick to the issues at hand. Discourage
(courteously) long winded members. Nothing
in my opinion destroys the effectiveness of
a committee sooner than a pompous, wordy
member.

Item 38: Prior to the conclusion of the coordi-
nating council meetings, the chairperson summarizes the
action taken and the progress made by the group. This
variable focuses on the notion stressed in the literature
that summarizing is an important factor in successful group

thinking. The suggestion made by several authors was that the effective chairperson from time to time in the course of a discussion and particularly at the transition point should summarize whatever may be the status of the discussion. Based on these implications, it was theorized that there would be a significant difference in the degree that the chairperson of the most effective and least effective councils summarizes the actions and the progress made by the group.

Among the most effective councils, the responses were very similar. A majority, 91% of the postsecondary administrators indicated that their council's chairperson "Always" or "Usually" summarizes the status of a discussion, while 89% of the secondary school administrators answered likewise. A chi-square between the postsecondary and secondary school administrators was computed to be 2.3 (significant above the .05 level). The mean score for this group was computed to be 3.1 with a standard deviation of .61.

An analysis of the data for the least effective councils revealed that council members rated their council's chairperson slightly lower than did those in the most effective councils for utilizing this committee process. A mean score was computed to be 2.5 with a standard deviation of .67. Further analysis of these data produced a chi-square of 2.0 (significant above the .05 level).

Based on these data, is there an association between the degree that the chairperson summarizes the discussions of the group and the effectiveness of the council? Table 42 shows the disparity of the responses to this variable between the most effective and least effective councils. An analysis of these data reveals the responses between the two groups were significantly different. Based on these data, it was concluded that there exists an association between the use of this committee process and the effectiveness of the coordinating councils.

Table 42

A Profile of the Degree that the
Chairperson of the Most and Least Effective
Councils Summarizes the Action Taken by the Group^a

Type	Never	Seldom	Usually	Always	Total
Most Effective	1 (.8)	6 (4.5)	47 (35.3)	17 (12.8)	71 (53.4)
Least Effective	1	36 (27.1)	20 (15.0)	6 (4.5)	62 (46.6)
Column Totals	1 (.8)	42 (31.6)	67 (50.4)	23 (17.5)	133 (100.0)

Note. Chi-square 31.0 (not significant at the .05 level)
3 df.

^aNumbers in parentheses indicate percents.

Item 39: Serving on the coordinating council is intrinsically and/or extrinsically rewarding. According to the writers of committee processes, each day thousands of people attend committee meetings. Why do people join committees? Several notions were discussed in the literature. However, one assumption that was constantly expressed in the literature was that members join committees for a vast number of reasons, but they must be rewarded in some form if they are to be committed to its goals. People are different, and since their motives for joining committees are different, there may be a need to provide intrinsic and/or extrinsic rewards. Since the notion was expressed that the effective committees make provisions to reward their members, it was theorized that the members serving on the most effective councils might consider their service more rewarding than those serving on the least effective councils.

An analysis of the data for the most effective councils revealed that there were no significant differences in the responses between the postsecondary and secondary school administrators. For the postsecondary administrators 14% checked "Always," 76% checked "Usually," and the remaining 10% checked the "Seldom" category. For the secondary school administrators 11% checked "Always," 82% checked "Usually," and the remaining 7% indicated that they seldomly found it rewarding to serve on

the council. A mean was computed to be 3.0 with a standard deviation of .46.

There were no significant differences in the responses to this variable for the least effective councils. The responses ranged from "Never" to "Always." As for the postsecondary administrators, 12% checked "Always," 40% checked "Usually," 36% checked "Seldom" and 12% checked the "Never" category. The responses were similar for the secondary school administrators; 14% checked "Always," 24% checked "Usually," 43% checked "Seldom," and 19% indicated that it is "Never" rewarding to serve on the coordinating council. The mean score was computed to be 2.4 with a standard deviation of .91.

Table 43 shows that there was a significant difference in the responses between the most effective and least effective councils. A cursory examination of these data will show that the responses in the "Always" category were very similar for the most effective and least effective councils; however, there exists a noticeable difference in the frequencies in the other categories. The data in Table 43 support the assumption that there would be a difference in the degree that members are rewarded for serving on the coordinating council and the effectiveness of the council.

Table 43

A Profile of the Degree that
Members Are Rewarded for Serving on
the Most and Least Effective Councils^{a,b}

Type	Never	Seldom	Usually	Always	Total
Most Effective	-	6 (4.6)	54 (41.2)	9 (6.9)	69 (52.7)
Least Effective	10 (7.6)	25 (19.1)	19 (14.5)	8 (6.1)	62 (47.3)
Column Totals	10 (7.6)	31 (23.7)	73 (55.7)	17 (13.0)	131 (100.0)

Note. Chi-square 38.2 (not significant above the .05 level) 3 df.

^aNumbers in parentheses indicate percents.

^bTwo responses missing.

Item 40: Please list practices and ideas that you believe contribute to the effective functioning of coordinating councils. Some of the comments from this item were incorporated into the discussion of the data. The remaining comments are categorized here according to (1) the value of the coordinating councils, and (2) practices and ideas that contribute to an effective functioning council. The following are direct quotes:

Value of Council

1. "Its greatest value is that it serves as a clearing house—aids in improving communication and co-operation."
2. "The coordinating council provides an effective forum for solving conflicts between agencies and reducing duplication of efforts and programs."
3. "The coordinating council prevents much duplication in services and programs."
4. "Coordinating councils make possible informal communications beyond the formal meetings."
5. "It gives us (the school district and community college) the opportunity to minimize our biggest problem (communication)."
6. "Personnel in the school and the college has established liaison for day-to-day operational problems and concerns."
7. "Councils make possible research for new programs and evaluation of existing programs."

Practices that Contribute to Effective Councils

1. "The council can be effective by meeting issues head on. Don't sidetrack controversial issues because of personalities involved. Councils have definite responsibilities and the only way to meet these responsibilities is in a fair and decisive manner. Have something

constructive to do at each meeting and each member should be notified of the agenda items in advance of each meeting. This should not preclude the council from looking into other urgent matters not on the agenda.

2. "Coordinating councils should have some designated area of interest. We have a tri-county council, but most of our junior college needs are provided by another county."

3. "Our council is ineffective and flounders around in diplomatic footwork. There is goodwill but no organization or structure. Because of this a subgroup of the council (composed of the "Indians" who do the day-to-day work) formed. This group meets at set times and places, with a predetermined format for the meeting. Whoever is holding the meeting takes the minutes and chairs the meeting. This group is very effective as a vehicle for communication, solving problems, and maintaining rapport and goodwill between the agencies. We have been able to coordinate programs and courses quickly and efficiently at this level."

4. "Plan continuously, follow through and make progress reports of all activities."

5. "Balanced membership from the entire district served."

6. "The middle administrators who handle the programs should be on the council."

7. "Keep current with community activities which affect vocational, technical, adult and health occupations."
8. "Membership has been expanded."
9. "Participation and attendance of all members."
10. "Involvement of business and industry leaders to complement the school board and community college members."
11. "Personal presence of community college president and county superintendent—participation by key businessmen and state university representatives."
12. "Support from the top administrators of each institution."
13. "Access to information from the entire community served as to priority needs, available services and recommendations for implementation (to avoid duplication in delivery of services). Constant evaluation and re-evaluation—fiscal awareness—cost consciousness, etc."
14. "We work at it."
15. "Have established purposes for each meeting."
16. "Team effort and special projects and studies."
17. "I believe that coordinating councils can be most effective by following the guidelines presented in the State Board Regulations (6A-8.57)."
18. "I don't have any ideas that worked. We meet, we agree, we do, then we are criticized. Let's face facts—the community college wants everything that is successful."

19. "Organization of subcommittees."

20. "Members must have a desire to contribute to the improvement of vocational education, and an interest in improving educational opportunities for all people."

21. "Willingness to compromise for the good of the greater number of people."

22. "Take active hand in making long-range and short-range plans for the district."

23. "Equal vote representation."

24. "Councils should have a formal structure, clerical staff and should meet regularly on a set day of the month in each quarter."

25. "Rotate meetings from junior college to school board."

26. "Members should have authority to implement their plans, i.e., school superintendent or junior college president."

Summary

It is apparent from the data presented that the postsecondary and secondary school administrators in the most effective and least effective councils were very consistent in their responses regarding the extent that coordinating councils utilize the committee processes analyzed in this study. There were only two variables among the

most effective and three among the least effective councils that the responses of the postsecondary and secondary school administrators different significantly.

These data also clearly show that of the 34 variables that were analyzed to determine if there were significant differences between the most effective and least effective councils, 17 were associated with the effectiveness of the councils and the other 17 were not.

CHAPTER V

OVERVIEW AND CONCLUSIONS

This study was designed to determine what commonalities and/or differences occurred among the most effective councils, among the least effective councils and between the most effective and least effective councils in regards to selected committee processes from the viewpoint of coordinating council members. In essence, this study was designed to test the extent to which small group theory is presently used by the councils and to determine relationships between small group theory and the effectiveness of the councils. The study also provided a summary of practices and ideas that council members believe to contribute to the effective functioning of coordinating councils.

The rigorous development of a study of this nature involves a twofold challenge. The first challenge is the reduction of the various processes to a manageable number of variables which are likely to be products of prior studies. The second challenge is the isolation of a set of variables which are functionally meaningful and nonoverlapping as well as numerically manageable.

As the study took shape, two preliminary steps became paramount: first, it became evident that a valid and practical means would have to be developed to rate the council's effectiveness; second, it became evident that an instrument including theoretical processes pertaining to initiating and operating committees would have to be developed.

The study was initiated by writing letters to each community college president and county superintendent in the state requesting copies of their council meetings' minutes from 1972 to 1974. The 20 councils used in the study are those which responded to this request for copies of their minutes covering the two year period.

After these minutes were received, they were used to identify the most effective and least effective councils. This process required that the researcher analyze these minutes to determine the degree that each council is accomplishing its mandated functions as specified in the Florida State Education Regulations, Section 6A-8.57.

The next step in the study involved the development of an instrument to determine to what extent the committee processes defined in the literature and developed from small group research are being utilized by the coordinating councils. This study was limited to those committee

processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson.

The next step involved the data collection. The principal means of collecting the data was via mailed questionnaire. Questionnaires were sent to each member of the 20 coordinating councils that were active for the academic year of 1974 to 1975. A total of 144 questionnaires were returned out of 190 mailed for a return rate of 76%.

The last step involved an analysis of the data. Statistical analyses were carried out by the use of chi-square tests, standard deviation and mean scores. The relationships were established with a certainty of occurring 95 out of 100 times.

To increase the continuity in presenting this study, specific conclusions and discussions for each variable were presented in conjunction with the presentation of the data in Chapter IV. The thrust of this chapter is to answer the questions which gave direction to the study, and to provide the reader with an overview of the results of this study according to (a) those theoretical committee processes which were found to be associated with the effectiveness of the councils, and (b) those that were

not associated with council effectiveness. Before presenting these findings, the reader is reminded that a statement of association is a statement indicating that a relationship exists between the variate and the criterion variable. It does not indicate that a change in one will produce a change in the other.

Questions and Overview of Results

The format of this section is organized to answer the questions precedent to the specific findings. In answer to the first question:

To what extent are there commonalities and/or differences among the most effective councils in regard to selected committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson, as perceived by postsecondary administrators and secondary school administrators.

A statistical analysis of the data from the most effective councils revealed that the postsecondary and secondary school administrators rated the use of committee processes related to the areas identified above with a high degree of uniformity. Significant differences between the perceptions of the postsecondary and secondary school administrators were computed for only two of the 40 variables. One of these variables related to the nature of coordinating council goals and the other related to operating procedures of coordinating councils.

The variable which related to the nature of council goals dealt with the congruence of the goals adopted by the council and those stipulated in Section 6A-8.57 of the State Board of Education Regulations. The postsecondary administrators tended to rate the congruence of the goals adopted by the council and those stipulated in the state regulations higher than the secondary school administrators. The following are response ratios for the postsecondary and secondary school administrators: Seldom, 33:67; Usually, 41:59; and Always, 72:28.

The second variable that the responses of the postsecondary and secondary school administrators were significantly different related to the degree that the council's meetings are conducted according to a set of standard rules and regulations, (e.g. Robert Rules of Order). For this particular variable, the postsecondary administrators tended to indicate that council meetings are conducted according to a set of standard rules and regulations, whereas the secondary school administrators felt that the meetings are not. The following response ratios for the postsecondary and secondary school administrators for this variable are: Yes, 68:32 and No, 46:54.

Based on these data, it was concluded that the postsecondary and secondary school administrators of the most effective councils perceive the extent that their councils use committee processes related to (a) nature of coordinating

council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson with a high degree of consistency.

In regard to the second question:

To what extent are there commonalities and/or differences among the least effective councils in regard to selected committee processes related to, (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating chairperson, as perceived by postsecondary administrators and secondary school administrators?

The data collected pertinent to this question revealed that the postsecondary and secondary school administrators of the least effective councils rated the use of committee processes related to the areas identified with a high degree of uniformity. Significant differences between the postsecondary and secondary school administrators were computed for only three variables in the least effective group. These variables related to operating procedures of councils and behavior and qualifications of council members.

The first of these relates to the act of coordinating councils making decisions only after issues are studied and understood by all members. Overall, the postsecondary administrators felt that the council makes decisions only when all members have studied and understand all the issues, whereas the secondary school administrators felt that the

council "usually" makes decisions when members have not studied the issues related to the problem.

The second variable, that there were significant differences among the responses of the least effective councils, relates to the degree that council meetings are conducted according to a set of standard rules and regulations. The responses were identical in the "yes" category, very similar in the "no" category; however, only five of the postsecondary administrators did not respond, whereas 15 of the secondary administrators did not respond to this variable.

The degree that the coordinating council members are cooperative in achieving the goals of the council is the third variable in which the responses among the least effective councils were significantly different. Responses to this variable reveal that the postsecondary administrators felt council members are seldomly cooperative in meeting the goals of the council, whereas the secondary administrators felt that the council members are never cooperative in meeting the goals of the council.

Since only three out of the 40 variables produced a significant difference between the responses of the postsecondary and secondary school administrators, it was concluded that the least effective council members perceived the extent that their councils used the committee processes stated above with a high degree of consistency.

The third question was:

To what extent are the commonalities and/or differences between the most effective and

least effective councils in regard to selected committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson, as perceived by council members?

The findings related to this question revealed that the 40 variables that were analyzed to determine commonalities and/or differences between the most effective and least effective councils were equally divided between the two groups. With respect to the nature of council goals, there were significant differences between the extent that the most and least effective councils used two of the three variables in this committee process area. As for operating procedures of councils, there were no significant differences for seven and a significant difference for eight variables in this committee process area. After analyzing the variables related to the behavior and qualifications of committee members, it was revealed that there were no significant differences for three of the selected variables, while there were significant differences for two of them. With respect to the behavior and qualifications of the chairperson, there were no significant differences in regards to the extent the most and least effective councils used six of the selected variables and significant differences in the use of five of the variables in this committee process area.

The findings related to this question are also divided into two sections: (1) those variables whose homogeneity

of response between the two groups was significant below the .05 level, and (2) those variables whose homogeneity of response between the two groups was above the .05 level.

Findings Which Support Theory

In the area pertaining to "goals of coordinating councils," two variables supported the theoretic assumptions expressed in the literature. These variables related to: (1) clarity of the goals of the council, and (2) the acceptance of goals by council members. Each of these variables showed a significant association between the effectiveness of the council and the responses to the variable. An analysis of the data reveals that members of the least effective councils do not perceive the goals of their council to be stated as clearly as the members of the most effective councils. These data support the theory that basic to the effective use of a committee is the specification of its role.

The responses related to the acceptance of goals also appeared to vary with the effectiveness of the council. The respondents of the most effective councils tended to suggest that council members accepted the goals of the council to a greater degree than did the respondents of the least effective councils.

Eight committee processes pertaining to "operating procedures" of councils were associated with the effectiveness of the council. Four of these variables related to (1) opportunity for members to make input into the agenda,

(2) the distribution of an advanced agenda, (3) a specified time for council meetings, and (4) regular scheduled meetings. For the variable relating to members having an opportunity to assist in initiating the agenda, it was revealed that the most effective council members were given the opportunity to raise any issue they saw fit either before or during meetings. The least effective council members did not enjoy this opportunity to the same degree as did the most effective council members.

The theory was expressed in the literature that the agenda should be distributed to committee members at least one day in advance of the meeting. The data collected in this study revealed that the most effective councils tended to utilize this committee process to a greater degree than did the least effective councils. With respect to establishing a specified time and identifying a regular schedule for meetings, the data of this study revealed that there was a relationship between the responses to the item and the effectiveness of the council.

Four other variables in this section were positively associated with the effective councils. They were, (1) use of subcommittees, (2) adequate follow-up, (3) the degree that councils undertake responsibilities that could be better performed by an individual and (4) the frequency of meetings. In support of the theory expressed in the literature, these data purport that councils might improve their effectiveness by creating subcommittees and doing adequate follow-up. Although the responses were significantly

different between the most effective and least effective councils, it should be emphasized that responses relating to follow-up indicated that the most effective and the least effective councils made very little formal effort to determine what action had been taken on their recommendations.

The relationship between the degree that coordinating councils undertake responsibilities that could be better performed by an individual and the frequency of meetings were also strongly associated with the effectiveness of the councils. With respect to the former, two points of view were advocated by committee experts. Some suggest that an administrator may appoint a committee in spite of the fact that its task could better be performed by an individual, whereas others suggest that duties assigned to a committee that could be better performed by an individual would have a dysfunctioning affect on that committee's effectiveness. The most effective council members tended to indicate that their councils undertake responsibilities that could better be performed by an individual to a lesser degree than the least effective council members. As for frequency of meetings, the most effective council members tended to indicate that the frequency of their meetings was "about right" while the least effective council members felt that their councils did not meet enough.

Only two variables on the "behavior and qualifications of committee members" were associated with the effectiveness

of the councils. They were: (1) expertise of members, and (2) the spread of activities and/or responsibilities among all members. The findings of this study strongly support the theory that the effectiveness of the councils would affect the members responses to these variables.

As per the committee processes related to the "behavior and qualifications of the chairperson," five variables were associated with the effectiveness of the councils. The first of these related to the procedures for electing the chairperson. The general indication was that the chairperson is elected by council members; however, among the least effective councils, members tended to check the "other" category on the continuum. With respect to the term of office for the chairperson, council members tended to check the "1 year" category; however, an examination of the responses among the least effective councils revealed that 18 of the 61 administrators checked the "other" category.

The most effective council members tended to indicate that their chairperson was forceful and directive to a greater extent than did the members of the least effective councils. This finding corroborates the findings of a research study conducted at the University of Michigan (Make Committee Work Effective, 1958, pp. 62; 64; 67).

Two other variables, the degree that the chairperson summarized the actions of the group, and the rewards for

serving on the council, were also associated with the most effective councils. The most effective council members tended to indicate that the chairperson from time to time in the course of the discussions summarized to help focus the discussion. The least effective council members did not rate their chairperson as high on this process as did the members of the most effective councils. As to the degree that council members are rewarded for serving on the councils, the most effective council members felt that it is "Usually" intrinsically or extrinsically rewarding to serve on the council, while the least effective coordinating council members indicated that it is "Seldom" rewarding to serve on the council.

Findings Which Do Not Support Theory

When the relationships between various theoretical processes and the council's rating of effectiveness were explored, a number of committee processes advocated by committee experts were not supported in this investigation.

The first committee process advocated in the literature that was not supported by the data of this study was related to committee size. It was advocated in the literature that the best committee results are achieved when the committee size is small; however, there was no evidence in this study to suggest that council size was associated with effectiveness.

Seven of the variables that were not associated with effective councils were related to "operating procedures of committees."

1. The use of an agenda for council meetings. The data collected in this study revealed no significant difference in the responses to this variable between the most effective and least effective councils. Both types almost always used this committee process.

2. Distribution of minutes to members. The literature review revealed a lack of consensus as to the importance of this committee process. Some experts consider it to be important to enhance committee effectiveness, while others feel its use may or may not influence the committee's effectiveness. The data of this study revealed that both the most and least effective councils made extensive use of this process.

3. Formulation of plan(s) to attack problems. The implication was made in the literature that a lack of planning contributes to a dysfunctioning committee. The assumption was made that the most effective councils might formulate plan(s) to attack problems to a greater degree than the least effective councils. The data collected did not support this assumption.

4. The atmosphere of council meetings. The notion was expressed in the literature that the degree of cohesiveness

in a group can be affected by the choice of place, time and duration of meetings. With this in mind, it was theorized that the atmosphere in which meetings are held might affect the effectiveness of the council. The data collected revealed that there were no significant differences in the responses between the most and least effective councils.

5. The evaluation of councils. The intent of this variable was to determine the degree that the coordinating councils are evaluated in terms of their goals. An examination of these data reveal that there was no significant difference in the responses between the most and least effective council members.

6. The degree that the effectiveness of the council is diminished because its goals are duplicated by other committees. It was speculated that duplication of responsibilities between committees would tend to cause them to be dysfunctioning. A majority of the members from the most effective and least effective councils indicated that their council's effectiveness is not diminished because its goals are duplicated by another committee. The "no" response could have two possible implications: (1) either the goals of the coordinating councils are not duplicated by another committee, or (2) the goals of the coordinating council are duplicated by other committees, but do not diminish the council's effectiveness.

7. The designation of a secretary or some other individual to whom questions or comments can be referred to at all times. It was assumed that there would be a difference in the responses between the most effective and least effective councils for this variable. The data collected did not support this assumption.

The following variables were not supported in the area pertaining to the "behavior and qualifications" of coordinating council members:

1. Coordinating councils include members in addition to those stipulated in the State Board of Education Regulations. To maximize their coordinating efforts, it was speculated that the most effective councils would seek out additional individuals to make them members of their council to a greater degree than the least effective councils. An examination of the data revealed no significant differences in the responses between the most and least effective councils. Both councils tended to seek out additional members.

2. The selection process of members to serve on the coordinating council. The data in this study revealed that there was almost no difference in the responses to this variable. Almost all members are selected because of their position in their respective institutions.

3. The attendance of meeting by council members. The theory was expressed in the literature that regular attendance increases committee effectiveness, therefore, it

was speculated that the attendance rate of the most and least effective council members would differ. This assumption was not supported in this investigation. Both council members checked that members "usually" attended meetings regularly.

As per the section related to the "behavior and qualifications of the chairperson," six variables were not supported by this investigation:

1. The chairperson has adequate clerical and staff assistance. Both the most and least effective council members tended to check that the chairperson "usually" has adequate clerical and staff assistance.

2. The chairperson demonstrates an awareness of the objectives of the council. The notion was expressed in the literature that it is the chairperson's responsibility to lead the group in their efforts to achieve its goals. With this in mind, it was theorized that the most effective councils have chairpersons who are aware of and understand the objectives of the council to a greater extent than those of the least effective councils. Based on the data collected, no association was found to support this theory.

3. The chairperson helps the group reach conclusions. The notion was expressed by committee experts that the committee chairperson should not plead, advocate, or pass judgement on an opinion being discussed. It was speculated that there would be a statistical difference in the

responses to this variable between the most and least effective councils. This speculation was not confirmed. The members of both councils indicated that the chairperson "usually" helps the group reach conclusions.

4. The chairperson helps to coordinate group thinking. The data revealed that no significant differences in the response to this variable. Both chairpersons were "usually" credited with helping to coordinate group thinking.

5. The chairperson helps the council meetings start on time. It was the intent of this variable to determine if there would be a significant difference in the responses to this variable between the most and least effective councils. No significant difference was revealed from these data.

6. The chairperson deals only with relevant matters when conducting meetings. Most writers of small group theory tend to agree that the chairperson as agent of the group should keep discussions irrelevant to the point to a minimum. Since it was expressed in the literature that irrelevant discussions have a dysfunctioning affect on a committee's effectiveness, it was assumed that the effectiveness of the council would affect the member's response to this variable. An examination of the data collected did not support this assumption. Although no statistical difference was found between the councils for this variable,

an examination of the comments given in the open-ended variable of the questionnaire reveals that members frequently suggested that irrelevant discussions can adversely affect the council's effectiveness.

These data revealed that committee processes related to (a) nature of coordinating council goals, (b) operating procedures of coordinating councils, (c) behavior and qualifications of coordinating council members, and (d) behavior and qualifications of the coordinating council chairperson were almost equally distributed between the most and least effective councils. Based on these data, it was concluded that some of the variables corroborated the theory expressed in the literature while the others did not.

Question four:

To what extent are the theoretical processes related to (a) nature of committee goals, (b) operating procedures of committees, (c) behavior and qualifications of committee members, and (d) behavior and qualifications of committee chairpersons applicable to coordinating councils?

It was assumed that the committee processes used in this study were applicable to coordinating councils. Within this context, the responses to the 40 variables in the questionnaire were analyzed and conclusions were drawn regarding the association of the variables with the effectiveness of the councils. Having analyzed the relationships between the variables and the rated effectiveness of the council, it was revealed that 50% of the committee

processes advocated by committee experts were supported by these data. Based on these findings, it was concluded that committee processes are applicable to coordinating councils.

Implications

The results of this study suggest that the adherence to committee process theory as espoused in the literature will enhance the effectiveness of the coordinating councils in discharging their legislatively mandated functions. Most of the coordinating councils are already following recommended committee process theory; however, the most effective councils tended to make greater use of the selected theories than the least effective councils. Because of this finding, it is advocated that those councils rated least effective and perhaps other primary groups should consider the adoption of these committee processes.

Recommendations for Further Study

A research design, as used in this study, does not permit cause and effect statements to be generated from these data. However, the data analysis did reveal an association between most of the variables analyzed in this study and the effectiveness of the councils. With this in mind, further research should be conducted in this area with the

intent of establishing empirical validity for these variables. Further research could also be conducted by expanding the committee processes analyzed and using a forced-ranking research technique (e.g., Q Sort) to rank the variables by importance to determine which variables the members perceive to be more essential for establishing effective councils.

APPENDICES

APPENDIX A

COMMUNITY COLLEGE DISTRICTS
PARTICIPATING IN THE STUDY

COMMUNITY COLLEGE DISTRICTS
PARTICIPATING IN THE STUDY

<u>District</u>	<u>Location in Florida</u>
Brevard Community College	Cocoa
Broward Community College	Fort Lauderdale
Daytona Beach Community College	Daytona Beach
Edison Community College	Fort Myers
Florida Junior College at Jacksonville	Jacksonville
Hillsborough Community College	Tampa
Indian River Community College	Fort Pierce
Manatee Junior College	Bradenton
Miami-Dade Community College	Miami
North Florida Junior College	Madison
Okaloosa-Walton Junior College	Niceville
Palm Beach Junior College	Lake Worth
Pasco-Hernando Community College	Dade City
Pensacola Junior College	Pensacola
Polk Community College	Lakeland
St. Johns River Junior College	Palatka
St. Petersburg Junior College	St. Petersburg
Seminole Junior College	Sanford
Tallahassee Community College	Tallahassee
Valencia Community College	Orlando

APPENDIX B

LETTER MAILED TO COMMUNITY COLLEGE PRESIDENTS
AND SUPERINTENDENTS REQUESTING MINUTES

October 24, 1974

Dear

The Inter-Institutional Research Council of the University of Florida is planning a study of the coordinating councils for vocational education. Would you please provide us with copies of the minutes of your district's meetings? We are particularly interested in the minutes of meetings of the last two calendar years.

Your assistance will be appreciated.

Yours truly,

Dennis P. Gallon
Research Assistant, IRC

DPG/bao

APPENDIX C

LETTER, GENERAL INFORMATION AND INSTRUCTIONS,
AND DATA COLLECTION INSTRUMENT

April 28, 1975

Dear

The Inter-Institutional Research Council is engaged in a study of all the Coordinating Councils for vocational education, adult general, and community instructional services. This letter is being sent to request information to complete this study.

The enclosed questionnaire is being sent to each person presently serving on the Coordinating Council. The data collected from this instrument will provide additional information for developing guidelines to increase the effectiveness of these councils.

We realize this comes to you at a busy time, but believe your time in completing this questionnaire will be well spent and rewarded. We also realize that a few of the members from some councils received an instrument from Dr. Danenburg at the University of South Florida with six of the items included in this instrument. We have worked together in those areas where our efforts are mutual, but feel that the Inter-Institutional Research Council needs to know much more about the committee processes practiced while your council meetings are being conducted.

Your opinions are important in making this a complete study, and we hope that you will complete the questionnaire and return it promptly and anonymously to Mr. Dennis P. Gallon, Research Assistant, in the self-addressed, stamped envelope.

Thanks for the cooperation that your council provided in completing this study. A copy of the findings will be mailed to your Coordinating Council upon the completion of our study.

Cordially yours,

James L. Wattenbarger, Director
Inter-Institutional Research
Council
Institute of Higher Education
University of Florida

GENERAL INFORMATION AND INSTRUCTIONS

This questionnaire was designed to gain your opinion of the extent that your Coordinating Council utilizes the following committee processes while conducting its business. The committee processes specifically included in the questionnaire are those that relate to (a) Goals of committees, (b) Operating procedures of committees, (c) Behavior and qualifications of committee members, and (d) Behavior and qualifications of the chairperson.

Each of the items included in the questionnaire are those which authorities (authors who have published information on committee processes) consider important for the effective operation of a committee. Some of the items request your opinion rather than a specific answer; in this situation, please select the answer most clearly representative of your personal position. When your response to a question is "other," please write in appropriate word(s) to describe what "other" means in your particular situation.

No signature should be placed on the instrument. The answers you give will be held in complete confidence. The number on the cover is the code number assigned to your Coordinating Council.

Again may we request a prompt reply in the self-addressed, stamped envelope.

COORDINATING COUNCIL
QUESTIONNAIRE

1. I am presently employed as:

_____ A community college administrator

_____ A secondary school administrator

_____ Other

2. The approximate size of our Coordinating Council is:

_____ less than 6 _____ 7 to 9 _____ 10 to 12

_____ 13 and over

I. Goals of Committees

3. The goals of the Coordinating Council are clearly stated.

_____ Never _____ Seldom _____ Usually _____ Always

4. The goals of the Coordinating Council are accepted by its members.

_____ Never _____ Seldom _____ Usually _____ Always

5. The goals adopted by the Coordinating Council are consistent with those stipulated in the State Board of Education Regulations (6A-8.57).

_____ Never _____ Seldom _____ Usually _____ Always

II. Operating Procedures of Committees

6. An agenda is used for Coordinating Council meetings.

_____ Never _____ Seldom _____ Usually _____ Always

7. The members of the Coordinating Council have an opportunity to make input into the agenda development for Coordinating Council meetings.

_____ Never _____ Seldom _____ Usually _____ Always

8. The agenda is distributed to Coordinating Council members at least one day before the council meeting is conducted.
- ☐ Never ☐ Seldom ☐ Usually ☐ Always
9. The minutes of the Coordinating Council meetings are distributed to council members
- ☐ Never ☐ Seldom ☐ Usually ☐ Always
10. Decisions are made by the Coordinating Council only after issues are studied and understood by all council members.
- ☐ Never ☐ Seldom ☐ Usually ☐ Always
11. Coordinating Council meetings are conducted according to a set of standard rules and regulations (e.g., Robert Rules of Order).
- ☐ Yes ☐ No
12. The Coordinating Council formulates a plan or plans to attack a problem.
- ☐ Never ☐ Seldom ☐ Usually ☐ Always
13. A precise time period is specified for the Coordinating Council meetings so that members can arrange their schedule.
- ☐ Never ☐ Seldom ☐ Usually ☐ Always
14. Coordinating Council meetings are scheduled to be held on the same day each week, month or quarter.
- ☐ Never ☐ Seldom ☐ Usually ☐ Always
15. Coordinating Council meetings are held in an atmosphere that is conducive to effective deliberations.
- ☐ Never ☐ Seldom ☐ Usually ☐ Always

16. The Coordinating Council uses subcommittees where appropriate.

☐ Never ☐ Seldom ☐ Usually ☐ Always

17. Adequate follow-up is performed to ascertain the extent that the decisions made by the Coordinating Council are implemented.

☐ Never ☐ Seldom ☐ Usually ☐ Always

18. The Coordinating Council undertakes responsibilities that could be performed better by an individual.

☐ Never ☐ Seldom ☐ Usually ☐ Always

19. The Coordinating Council evaluates itself in terms of its goals.

☐ Never ☐ Seldom ☐ Usually ☐ Always

20. Is the effectiveness of the Coordinating Council diminished because its goals are duplicated by other committees, boards, etc.?

☐ Yes ☐ No ☐ Don't know

21. Does the Coordinating Council have a secretary or some other designated individual to whom questions or comments can be referred at all times?

☐ Yes ☐ No ☐ Don't know

22. What is your opinion about the frequency of your Coordinating Council meetings?

☐ Too frequent ☐ About right ☐ Not enough

III. Behavior and Qualifications of Committee Members

23. Our Coordinating Council includes members in addition to those suggested in the State Board of Education Regulations.

☐ Yes ☐ No ☐ Don't know

24. The process which best describes how members are selected to serve on the Coordinating Council is:
 ___ Position occupied ___ Popular vote ___ Other
25. Coordinating Council members attend meetings regularly.
 ___ Never ___ Seldom ___ Usually ___ Always
26. Coordinating Council members are cooperative in achieving the goals of the council.
 ___ Never ___ Seldom ___ Usually ___ Always
27. Members possess the expertise necessary to carry out the functions of the Coordinating Council.
 ___ Never ___ Seldom ___ Usually ___ Always
28. Activities and/or responsibilities of the Coordinating Council are spread among its members.
 ___ Never ___ Seldom ___ Usually ___ Always

IV. Behavior and Qualifications of the Chairperson

29. The chairperson of the Coordinating Council is
 ___ Elected by Council members ___ Other
30. The term of office for the chairperson is
 ___ 1 year ___ 2 years ___ Other
31. The chairperson of the Coordinating Council has adequate clerical and staff assistance.
 ___ Never ___ Seldom ___ Usually ___ Always
 ___ Don't know

32. The chairperson of the Coordinating Council is forceful and directive.
 ___ Never ___ Seldom ___ Usually ___ Always
33. The chairperson demonstrates an awareness of the objectives of the Coordinating Council.
 ___ Never ___ Seldom ___ Usually ___ Always
34. The chairperson helps the group reach conclusions.
 ___ Never ___ Seldom ___ Usually ___ Always
35. The chairperson helps to coordinate group thinking.
 ___ Never ___ Seldom ___ Usually ___ Always
36. The chairperson of the Coordinating Council helps the council meetings start on time.
 ___ Never ___ Seldom ___ Usually ___ Always
37. The chairperson deals with relevant matters and quickly brings the group back onto the track when irregularities threaten to sidetrack the discussion.
 ___ Never ___ Seldom ___ Usually ___ Always
38. Prior to the conclusion of the Coordinating Council meetings, the chairperson summarizes the action taken and the progress made by the group.
 ___ Never ___ Seldom ___ Usually ___ Always
39. Serving on the Coordinating Council is intrinsically and/or extrinsically rewarding.
 ___ Never ___ Seldom ___ Usually ___ Always

40. Please list practices and ideas that you believe contribute to the effective functioning of Coordinating Councils.

APPENDIX D
FOLLOW-UP LETTER

May 19, 1975

Dear Council Member:

Recently Dr. James L. Wattenbarger mailed to you a questionnaire on the committee processes utilized by your coordinating council for vocational education, adult general, and community instructional services program(s) while your council meetings are being conducted.

The responses that we have recieved at this writing are most encouraging. We have received a statewide return rate of over 50%. However, we would like to increase this return rate so that our recommendations are based on a more representative sample. We would particularly like to get a 100% return rate from your council, therefore we are sending this follow-up questionnaire.

If you have already returned a questionnaire consider this as a thank you letter for your precious time and opinions. A copy of our findings will be mailed to your coordinating council upon the completion of our study.

Cordially yours,

Dennis P. Gallon
Research Assistant

DPG/bao

APPENDIX E

STATE BOARD OF EDUCATION REGULATIONS
(Section 6A-8.57)

STATE BOARD OF EDUCATION REGULATIONS
(Section 6A-8.57)

Coordinating councils for vocational education, adult general education, and community instructional services. A coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district. The membership of this council shall include the superintendent and directors of vocational education and adult general education of each school district in the community college area and the president and deans or directors of vocational education and community instructional services of the community college.

1. The council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the commissioner of education and to the appropriate division directors of the department of education.

2. The responsibility of the council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the council should perform the following:

(a) Review and recommend adjustments of existing programs, activities, and service—including counseling that will better meet the assigned responsibilities of each district.

(b) Review and recommend agreements between boards, to provide coordinated and articulated vocational education, adult general, and community instructional services programs to meet the educational needs of all residents in all communities in the district.

(c) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without necessary duplication.

(d) Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

(e) Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well-coordinated and comprehensive vocational education, adult general education, and community instructional services program.

3. Individual boards shall consider recommendations of this council in taking action on matters included in paragraphs (a), (b), and (c) above.

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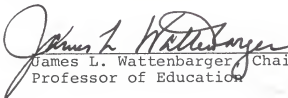
BIOGRAPHICAL SKETCH

Dennis P. Gallon was born in Monticello, Florida in 1941. He received his elementary and high school education in the public schools of Jefferson County. In 1961, he entered Edward Waters College and graduated in 1964, with a B.S. degree in business education. In 1969, he completed the M.S. degree in business education at Indiana University, Bloomington, Indiana.

Since he began his teaching career in 1964, the author has taught in the public schools of Florida and at the Florida Junior College at Jacksonville. In 1973, he received the Ed.S. degree in Education Administration from the University of Florida. During the summer of 1973, he was admitted to the doctoral program. From 1974 to 1975, he was a graduate research assistant for the Florida Community College Inter-institutional Research Council at the University of Florida.

The author is a member of the National Business Educational Association, Florida Business Education Association, Florida Association of Community Colleges, Kappa Alpha Psi Fraternity, and Phi Delta Kappa professional fraternity.

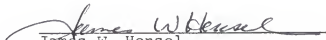
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James L. Wattenbarger, Chairman
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

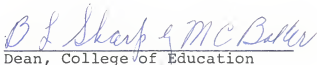

John M. Nickens, Cochairman
Assistant Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James W. Hensel
Professor of Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements of the degree of Doctor of Philosophy.

August, 1975


Dean, College of Education

Dean, Graduate School